DOCUMENT RESUME

ED 340 409 JC 900 053

AUTHOR	Fullen, James, Ed.
TITLE	OATYC Journal, Vol. XIV, Nos 1-2, Fall 1988-Spring 1989.
INSTITUTION	Ohio Association of Two-Year Colleges.
PUB DATE	89
NOTE	91p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	OATYC Journal; v14 n1-2 Fall 1988 and Spring 1989
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Failure; College Administration; *College Athletics; *College Faculty; *College Instruction; Community Colleges; Individualized Education Programs; *International Studies; Program Descriptions; Psychological Patterns; Self Determination; Student Financial Aid; *Teaching Methods; Technical Writing; Two Year Colleges; Writing Across the Curriculum
IDENTIFIERS	*Ohio

ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume XIV contain: (1) "Focus: Edison State Community College, Supplying Education to a Dynamic Area," by Mary Harris; (2) "Spelling, an Easy First Step in Writing Across the Curriculum," by John Jewell; (3) "The Individualized Educational Plan: A Prerequisite for the Individualized Educational Financing Plan," by Charles Rubin; (4) "Clark: Becoming a Community College," by Marsha S. Bordner and John P. Kristofco; (5) "Managerial Ethics," by Robert Albanese; (6) "Clark State's Big Math-A-Tac," by John Bailey and Kylene Norman; (7) "Rewarding Athletic Excellence Is Both Fair and Wise," by Robert C. Campbell; (8) "Strong Athletic Programs: An Important Part of Two-Year College's Mission," by Gordon Brooks; (9) "Focus: Terra Technical College, a 'Go-Getting' Institution," by Christine L. Michael; (10) "Reducing the Fear of Technical Writing," by Rita Bova; (11) "Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College," by Darius Rastomji and Elizabeth A. Laviviere; (12) "Unsatisfactory Academic Progress: A Key Factor in Guaranteed Student Loan Defaults," by Charles Rubin, Jr.; (13) "Determinants of Self-Handicapping: Task Importance and the Effects of Preexisting Handicaps on Self-Generated Handicaps," by James A. Sheppard and Robert M. Arkin; (14) "A Progress Report on a Technical Communication Curriculum," by Marc Green; (15) three essays on whether two-year colleges have a responsibility to teach international education, by Ruth H. Zollinger, Emin Turker, and Gail Miller; and (15) an essay in support of instruction in reasoning skills by Thomas M. Preisser. (AYC)

ED340409

OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

Vol. XIV No. 1 Fall 1988
Vol. XIV No. 2 Spring 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

JACK FULLEN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 900 053

BEST COPY AVAILABLE

OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

Vol. XIV No. 1 Fall 1988

THIS ISSUE:

COMMENT

Recent Developments and an Appeal for More Involvement

TEXT

FOCUS: Edison State Community College,
Supplying Education to a Dynamic Area

Spelling, an Easy First Step in Writing across the Curriculum

The Individualized Educational Plan:
A Pretequisite for the Individualized Educational Financing Plan

Clark: Becoming a Community College

PLUS ONE

Managerial Ethics

PRACTICUM

Clark State's Big Math-A-Tac

FORUM

ISSUE: Should Two-Year Colleges in Ohio Provide Athletic Scholarships?
Rewarding Athletic Excellence Is Both Fair and Wise

Strong Athletic Programs: An Important Part of Two-Year College's Mission

REACTION

Reaction to "The Faculty, a Pivotal Resource"

Vol. XIV No. 2 Spring 1989

OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

THIS ISSUE:

COMMENT

Association Developments and Plans

TEXT

Focus: Terra Technical College, A "Go Getting" Institution

Reducing the Fear of Technical Writing

Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College

Unsatisfactory Academic Progress: A Key Factor in Guaranteed Student Loan Defaults

PLUS ONE

Determinants of Self-Handicapping: Task Importance and the Effects of Preexisting Handicaps on Self-Generated Handicaps

PRACTICUM

A Progress Report on a Technical Communication Curriculum

FORUM

Issue: Does the Two-Year College Have a Responsibility to International Education?

The Two-Year College Does Have Responsibility

International Education in the Community College

Yes, a Two-Year College has a Responsibility to International Education

REACTION

Reaction to "The Fourth `R'"

OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of $1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state-assisted, two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

Institutional Members

Belmont Technical College
Mr. Steve Maradian, President
Bowling Green State University, Fireland Campus
Dr. William R. McGraw, Dean
Central Ohio Technical College
Dr. Julius S. Greenstein, President
Clark State Community College
Dr. Albert A. Salerno, President
Columbus State Community College
Dr. Harold M. Nestor, President
Cuyahoga Community College
Dr. Nolen M. Ellison, President
Hocking Technical College
Dr. John J. Light, President
Jefferson County Technical College
Dr. Edward L. Florak, President
Kent State University, Ashtabula Campus
Dr. John K. Mahan, Dean
Kent State University, Stark County Campus
Dr. William Bittle, Dean
Lima Technical College
Dr. James S. Biddle, President
Lorain County Community College
Dr. Roy L. Church, President
Miami University, Middletown Branch
Dr. Michael Governanti, Exec. Director
Michael J. Owens Technical College
Dr. Daniel H. Brown, President
Muskingum Area Technical College
Dr. Lynn Willett, President
Northwest Technical College
Dr. James O. Miller, President
Ohio State University, Agricultural Technical Institute
Dr. Dan D. Garrison, Director
Ohio University Belmont Campus
Dr. James W. Newton, Dean
Ohio University, Chillicothe Branch
Dr. Delbert Meyer, Dean
Ohio University, Zanesville Campus
Dr. Craig D. Laubenthal, Dean
Sinclair Community College
Dr. David H. Ponitz, President
Southern State Community College
Dr. Lewis C. Miller, President
Stark Technical College
Dr. John J. McGrath, President
Terra Technical College
Mr. Richard M. Simon, President
University of Akron, Community and Technical College
Dr. James P. Long, Dean
University of Cincinnati Clermont General & Technical College
Mr. Roger V. Barry, Dean
University of Cincinnati, University College
Dr. Joseph A. Steter, President
University of Toledo, Community and Technical College
Dr. James McConaf, President
Washington Technical College
Dr. Carson K. Miller, President

JOURNAL
OF THE
Ohio Association of Two-Year Colleges
(Affiliate of the American Association of Community and Junior Colleges)

VOL. XIV No. 1 Fall 1988

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the *Journal* are available at $3 each. a yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

The Ohio Association of Two-Year Colleges
c/o Russell K. Davis, III
University of Akron Community and Technical College
304 East Buchtel Avenue
Akron, OH 44325

Journal Officers
Dr. James Fullen, Editor, Central Ohio Technical College
Ms. Linda Houston, Assistant Editor, Agricultural Technical Institute, Ohio State University

Editorial Board
Ms. Anna P. Barnum, University of Akron Community and Technical College
Dr. Judy Hanneken, Community and Technical College, University of Toledo
Dr. David Humphreys, Cuyahoga Community College, Eastern Campus
Dr. Lloyd Monnin, Emeritus, Clark Technical College
Mr. Jack Tabor, Columbus State Community College

Readers
Mr. Gordon Brooks, Columbus State Community College
Mr. Jack Metcalf, Central Ohio Technical College
Mr. Carlos Tackett, Lakeland Community College

OATYC Journal, Fall 1988
Table of Contents

COMMENT
Recent Developments and an Appeal for More Involvement
John Thornton, OATYC President, Stark Technical College....3

TEXT
FOCUS: Edison State Community College, Supplying Education to a Dynamic Area, Mary Harris, Edison State Community College....7
Spelling, an Easy First Step in Writing across the Curriculum
John Jewell, Kent State University, Tuscarawas Campus....11
The Individualized Educational Plan: A Prerequisite for the Individualized Educational Financing Plan, Charles Rubin, Cuyahoga Community College, Eastern Campus....14
Clark: Becoming a Community College, Marsha S. Bordner and John P. Kristofco, Clark State Community College....18

PLUS ONE
Managerial Ethics, Robert Albanese, Editor *Management Update*....24

PRACTICUM
Clark State's Big Math-A-Tac,
John Bailey and Kylene Norman, Clark State Community College....29

FORUM
ISSUE: Should Two-Year Colleges in Ohio Provide Athletic Scholarships?....33
Rewarding Athletic Excellence is Both Fair and Wise,
Robert C. Campbell, Youngstown State University....33
Strong Athletic Programs: An Important Part of Two-Year College's Mission, Gordon Brooks, Columbus State Community College....35

REACTION
Reaction to "The Faculty, A Pivotal Resource," Lee St. John, Ohio State University, Newark Campus....37

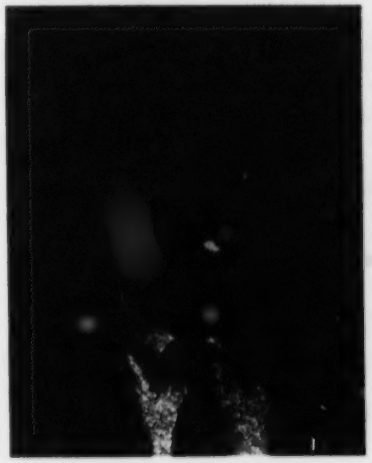
Information for Prespective Contributors....5
Membership Information....5
Professional Liability Protection Plan for Educators....6
OATYC Journal Campus Solicitors....39

BEST COPY AVAILABLE

COMMENT

Recent Developments and an Appeal for More Involvement

John Thorton



John Thornton

As this issue of the *Journal* goes to press, the 1988 Fall Conference of the OATYC will soon be underway at Owens Technical College. The theme of this year's conference is FROM DREAM TO REALITY: COMING OF AGE IN THE 90's. This conference holds a great deal of promise. The banquet speaker on Friday (November 4) is Dennis Johnson, who will provide us with some useful information about marketing our institutions in these days of steady or declining enrollments. At the banquet, the recipients of the Administrator of the Year and Full-Time Teacher of the Year Awards will be announced. On Saturday morning there will be a panel discussion moderated by Daniel Brown, President of Owens Technical College. The panel will deal with issues facing Ohio's two-year institutions. The panel members are Dr. Roy A. Church (President of Lorain County Community College), Dr. Byron E. Kee (President of North Central Technical College), Dr. James P. Long (Dean of the Community and Technical College of The University of Akron), Dr. Albert A. Salerno (President of Clark Technical College), and Dr. Frederick B. Schlimm (President of Cincinnati Technical College).

In the past year, members of the Board of Directors of the OATYC have been working to recruit new Campus Liaisons, and to maintain contact with the Campus Liaisons who are in place. Several new Campus Liaisons have been added, and it is my hope that each institution will have a Campus Liaison by the start of the 1988 Fall Conference.

At the close of the 1988 Fall Conference, my one-year term as OATYC president will come to an end. During this year, and in the six years that I have been on the Board of Directors, I have had many positive experiences. Time and again I have been impressed by the willingness of those with whom I have served to give of their time and energies. I have learned a great deal while serving on the Board, and I am grateful for the opportunity to make a positive contribution to Ohio's two-year colleges. The experience has been an enjoyable one.

One thing I have learned while on the Board of the OATYC is that there is a great deal to be done. I have been reassured and impressed by the willingness of so many people (both on the Board and off) to help. However, it is my hope that

more people will take part in the activities of the OATYC and other professional organizations. An organization will be more vital and much more can be accomplished as more and more people become involved in its activities. I would advise anyone who is interested in professional and personal growth, or anyone who may be bored with the same old routine, to become involved in the OATYC or another professional organization.

Administrators can do a great deal to facilitate involvement in professional organizations. Money must be made available to allow people to attend conferences and meetings. As simple a thing as providing easy access to long distance phone lines can make involvement much easier. Of course, money for travel and communications can be hard to find, but the involvement that this money makes possible can lead to an increase in knowledge and motivation for individuals who become actively involved. The help I have received from many people at Stark Technical College has made my time on the Board much more pleasant and productive.

The OATYC needs people to serve on the Board, to help plan and organize conferences, to serve as Campus Liaisons, to write articles for the *JOURNAL*, and to help in many other ways. If you are interested in helping with the work of the Association, please contact your Campus Liaison, or any member of the Board. I feel that the OATYC has been growing stronger for the past several years and that with the help of a few more dedicated people the Association will make many more positive contributions to Ohio's system of two-year education.

John Thorton
OATYC President
Stark Technical College
Canton, Ohio 44720

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editorial material listed here. Contact you campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 1/2 by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is March 3, 1989.

JOIN

OATYC

OATYC Application for Membership

- ❑ I am enclosing $15 for regular membership dues for 1988-89.
- ❑ New Member
- ❑ Membership Renewal

College Address _____

Name _____
Please Print

Title/Specialty _____

Two-Year Campus _____

City _____ State _____ Zip _____

C/O Russell Davis, University of Akron Community and Technical College, Shank 152 B, Akron, OH 44235.

Professional Liability Protection Plan for Educators

Offered to Employees of OATYC/ AACJC Member Colleges

OATYC/
AACJC _____

The Educators Professional Liability Plan covers the acts or omissions of the enrollee and protects the enrollee for the acts of anyone under his or her supervision. This Plan also assists the enrollee to protect his or her job.

1. Your choice of $500,000 or $1,000,000 in protection. Defense costs are paid in addition to this amount.
   This amount is for all claims during the Plan year. If you supervise other employees and are sued by one of them, the Plan provides 90% or $2,500, whichever is less, for defense costs ($100 deductible to be paid by you). The maximum $500,000 or $1,000,000 amount still applies to damages.
2. The Plan provides protection against claims under the following provisions:
   - The occurrences take place on or after the effective date of the policy;
   - The claim, or written notification of circumstances which could reasonably give rise to a claim, is first made by or against the insured during the agreement period or within 60 days after expiration or termination of the agreement.
3. The Plan will pay up to $50 for your initial consultation with an attorney and it will pay up to $250 of the cost of having an attorney represent you at a formal hearing of a school board or other authority if you are threatened with termination, reassignment or demotion. You will also receive up to $250 for legal fees, subject to a $100 deductible, if you decide to sue.

NOTE: Members whose primary employment is with an educational organization may cover part-time educational jobs (consultant, tutor, teacher) by paying an additional $40 for the $500,000 benefit or $70 for the $1,000,000 benefit.

PROFESSIONAL LIABILITY PLAN ENROLLMENT FORM
A Special Membership Services Plan of Ohio Association of Two-Year Colleges; American Association of Community and Junior Colleges

Name _____
Institution _____
Address _____
City _____
State _____ ZIP _____
Birth Date _____ Social Security No. _____

Regular Coverage – $500,000/$500,000 Coverage @ $40 per year ☐
Including part-time private consultants $500,000/$500,000 Coverage @ $80 per year ☐
Regular Coverage – $1,000,000/ $1,000,000 Coverage @ $70 per year ☐
Including part-time private consultants $1,000,000/$1,000,000 Coverage @ $140 per year ☐

Date _____ Signature _____

Coverage becomes effective the first of the month following receipt of enrollment form and payment in full mailed to office designated on the back of this form. Please do not mail this form if you are currently insured by this plan; you will automatically receive a renewal notice. Coverage extends for a full 12 months. Send your enrollment form and check payable to: Forrest T. Jones and Company, Inc., P.O. Box 418131-3130 Broadway, Kansas City, MO 64141-9131.

TEXT

FOCUS: Edison State Community College, Supplying Education to a Dynamic Area

Mary Harris

Every Journal *provides an opportunity to mentally stroll the campus of an Ohio two-year campus. In this edition, Mary Harris walks us through the Edison State Community College, a campus which proudly serves an area of tremendous growth and change.*

Located in a dynamic area of Ohio–one of growth and change–Edison State Community College, Piqua, Ohio, serves the needs of the students and the needs of the businesses and industries in the Miami, Shelby, and Darke County service area. The I-75 corridor is presently attracting a number of new hi-tech enterprises which require employees not only to re-train to keep up with ever-evolving technologies, but to complete a sound academic program.

The industrial growth along the I-75 corridor is being matched by Edison State's present growth in facilities. A 45,000 square foot technical education building, an expansion of the college which will increase classroom and laboratory area by nearly 50 percent, will house fourteen general classrooms and twelve laboratories. The engineering technologies which will be located in the facility will include civil engineering, electronics, mechanical engineering,

Edison State Community College

BEST COPY AVAILABLE

computer-aided design (CAD), computer-aided manufacturing (CAM), engineering drawing, metrology, and casting.

To permit demonstrations of new and advanced manufacturing technology and equipment, the new technical building includes one 7000 square foot laboratory which can convert into smaller laboratories designed for hands-on application of various engineering principles. For both technical programs and liberal arts studies, additional laboratories include a larger photography laboratory and art studio. The day-care facility housed here will both provide a day-care service for students attending class and serve as a laboratory site for a new program in Early Childhood Development. Extensive renovations of the existing building will also expand the laboratories for biology, physics, and chemistry, the library, the developmental education reading lab and tutoring center, the music studio, and the nursing laboratory.

Students at Edison State are offered a wide range of services in accessing their education and in support of their educational experience. When students arrive at Edison State, they speak first to a counselor, who discusses the student's educational goals and administers a placement test. If the placement test indicates that the student may need developmental course work, the student is referred to a developmental advisor for further testing and counseling. In addition, counselors are available to help place students in mathematics and for handicapped students. After helping students initially select and register for classes, counselors are also available for support during the quarter. In addition to the counselors, faculty advisors are assigned in the student's area of study; the student is encouraged to seek advice from the faculty advisor while progressing through a program. For students with academic difficulties, tutoring is available on a convenient drop-in basis.

Career Counselor Dorothy Mullen

Additional services are aimed at offering support to the re-entry student. Through a peer assistance program, students mentor each other. Several classes are recommended for "students over 30," and a brown bag lunch series brings in speakers to address the needs of women. All of these services help students feel part of the college as soon as possible and give them the necessary support to remain in college.

The programs offered students through Academic Services are consistently adapting to the needs of the tri-county area students and employers. At present, Edison State offers nineteen technical degree programs, two transfer degree programs, and the Associate of Technical Studies degree. The Associate of Technical Studies degree program is a flexible degree which can meet the specific needs of a student or business by combining elements of existing degree programs into one. Two degree programs are Early Childhood Development and a Microcomputer option through the Data Processing degree program. Both degrees are particularly current in addressing the needs of local students and employers.

One of our technical degree programs, Secretarial and Office Administration, which will serve as a model program in the state of Ohio this year, was recently awarded a Program Excellence Award of nearly $144,000.00 by the Ohio Board of Regents. Edison State's SOA program has won fifty state championships in Office Education Association competition since 1978 and nine national titles since 1984. The money will equip three secretarial and office administration laboratories with state-of-the-art technology.

President Kenneth A. Yowell

BEST COPY AVAILABLE

In addition to credit programs and support for student success, Edison State meets the needs of businesses and industries in Miami, Shelby, and Darke counties by supplying training for the rapidly growing businesses and industries along the I-75 corridor. Edison State's new president, Dr. Kenneth A. Yowell, who views the community as "a catalyst for economic development, in full partnership with the chambers of commerce, with businesses and industries, and with the community," believes that "Edison State can work more closely with local businesses and industries, teaching graduates the skills required for good jobs. And the school will be more active in developing training programs for those already on the job. Those jobs may be more plentiful, with the transportation benefits of I-75 and the increasing number of spin-off jobs created by Honda of America's presence in Anna."

Two degrees, Quality Assurance Technology and Electro-Mechanical Engineering Technology, are being developed cooperatively by Edison State Community College and Columbus State Community College to be taught jointly at the Marysville and Anna plants of Honda of America Manufacturing, Inc.

Since the fall of 1973, when 309 part-time students enrolled in the new college, Edison State has constantly grown and changed. In the fall of 1987, Edison State enrolled 2515 students, 620 full-time and 1895 part-time. These students had the option to choose from twenty technical degrees or two transfer degrees from among approximately 500 credit courses. The graduation ceremonies in June of 1988 show Edison State meeting the needs of the tri-county area. Two hundred and twenty men and women graduated. Eighty-five Associate of Science and Associate of Arts recipients prepared to transfer to bachelor's degree programs at four-year institutions; 135 Associate of Applied Business and Associate of Applied Science degree recipients prepared for employment in technical and midmanagement level positions in business, industries, or service organizations; 19 one-year certificate recipients prepared for job advancement or entry-level employment in a technical field. Edison State Community College is supplying the academic programs and re-training needed in this dynamic area of Ohio.

Mary Harris
Associate Dean of
Liberal Arts
Edison State Community College
Piqua, OH 45356

Spelling, an Easy First Step in Writing across the Curriculum

John Jewell

Despite its seemingly universal acceptance and the repeated calls for its immediate implementation, the writing-across-the curriculum movement still looks much like a writing-across-the-English Department process. Some of the resistance to change can no doubt be attributed to old habits, but some stems also, I suspect, from nagging insecurity among the non-composition faculty. Such insecurity is to be expected; the composition faculty would in many cases feel equally insecure in implementing computer literacy across the curriculum. Those faculty who haven't had extensive and specific training in composition might, then, be hesitant to go after a dangling elliptical clause in a lab report, but they can nonetheless do their part to emphasize the importance of effective communication. One easy first step is to demand correct *spelling* across the curriculum. With only a dictionary in hand, all faculty can feel secure in their corrections, and they need not feel bashful about such a "minor" contribution.

Spelling, in itself, surely is a minor issue, but it becomes a major issue in the eyes of the audience. Currently, for example, it is somewhat the darling of the popular press, especially because of its economic impact in business. *Newsweek* recently reported on The Olsten Corporation Great Grown-up Spelling Bee, a white-collar competition featuring contestants from 40 different firms (July 4, 1988: 29). The bee, notes *Newsweek*, is part of an increasing corporate attention to literacy on the job. More significant, though, is Melinda Beck's *Newsweek* article entitled "Can't Spell? Yur Not Dumm" (June 6, 1988: 52-53). The article is appropriately sympathetic to those who struggle first with spelling problems and then with an unforgiving audience. The article is emblematic, too, of an attitude toward spelling that is becoming increasingly popular in this country.

Ms. Beck points out that, after all, the most probable causes of spelling errors–dyslexia, prenatal development, poor training in phonics, and even the irrational English language itself–are largely beyond the control of the speller. Logic dictates, therefore, that as readers, professors, and teachers of composition we should give variations in spelling far less criticism than we traditionally have. We need to remind ourselves that dictionaries, and the codified spelling that came with them, are of relatively recent origin. Even as recently as the 18th century, a single "correct" spelling for any given word was not necessarily expected.

But our reaction to spelling errors is not simply an issue of logic, and therein lies the danger of Ms. Beck's article. The title itself, "Yur Not Dumm," offers to poor spellers a solace that might seem to excuse spelling errors. It won't. Every writer needs to recognize the important difference between pure reality and reader perception. Despite any amount of research showing that spelling and native intelligence are unrelated (Beck cites several convincing studies), readers approach the page with certain expectations that any successful writer simply must fulfill. Logic is of little help here because communication, like most human endeavors, embraces far more than just logic.

The most mechanically inclined used car shoppers, for instance, might purchase a particular car because the salesperson can logically demonstrate to them the car's inherent quality and value, perhaps its sound body and its smooth running engine. Many buyers, though, are more swayed by psychological

factors, such as the seeming knowledge and sincerity of the salesperson. Sellers who can't logically demonstrate their product's worth to an untrained audience are generally forced to rely on the other kind of human truth, psychological truth. How many of us are really capable of assessing the worth of a diamond when we walk into a jewelry store? Again, psychological factors, perhaps the store's reputation or its elegant decor, motivate us as much as any logic we might bring to the situation. And so it is with writing. The reader's acceptance of the writer's point involves a myriad of factors, some of which we only vaguely understand at this time. We do know, though, that the logical and the psychological are equally at work in forming opinions, and spelling, like any psychological point, is a factor in the reader's acceptance of our ideas.

In human communication, everything is part of the message. The strike-overs, the smudges, the spelling–all of these are "read" by the audience and therefore add to the total message being communicated. Because these distractions are wholly preventable, as with careful typing and the use of a dictionary, when they do occur they say clearly to readers, "This writer pays little attention to details" or "This writer is sloppy and careless." Such messages, in fact, often overrule the writer's intended message, as Ms. Beck herself points out when she relates an anecdote about F. Scott Fitzgerald. When Fitzgerald complained to his editor, Max Perkins, that Perkins should have caught the "mispellings" in the first printing of *This Side of Paradise*, he inadvertently exposed the real culprit. All too often, the claims we make in our writing are ignored in light of seemingly incontrovertible evidence to the contrary that readers pick up between the lines. Imagine Fitzgerald's botched spelling coming from an applicant for a secretarial position: "I seldom mispell words." The words say one thing, but the sentence offers evidence that the words aren't true. *Newsweek*, in fact, offers statistics that expose our national prejudice toward such mistakes. One-third of the Fortune 1000 executive responding to an Olsten Corporation poll said that they would never consider hiring a job applicant whose résumé contained even a typographical error (July 4, 1988: 29).

Even the brightest writers are going to appear "dumb" if they offer misspelled words to their readers. Teachers of composition no longer like to broach the issue of content versus form because any such discussion necessarily suggests that we can somehow distinguish between what is said and how it is said. The two are inextricably tied. The reader's assent to what is presented, his confidence in the reasonableness of the writer's point, is based as much in form as in content, as much in psychology as in logic. Many an engineer has had a proposal rejected not because of incorrect calculations but because of an inept written presentation. Carelessness in writing, and this includes carelessness in spelling, is too quickly read as symptomatic of a generally careless attitude toward the engineer's calculations or foresight.

Except for the sake of convenience, writers need not memorize the spellings of the 15,000 or so words they are likely to use in their daily writing. Word processing software that flags spelling errors and the traditional paperback dictionary are both viable solutions to spelling problems, despite their being occasionally cumbersome to use. But they need to be used. Indeed, our present interest in discovering the causes of poor spelling is itself proof that we deem spelling important. As writers, we need to discern the important difference between what should be and what is. As Ms. Beck's article points out, there is no logical reason why readers should equate one's ability to spell with one's general intelligence. But then, there is likewise no logical reason to believe that job applicants wearing gray suits will perform better on the job than those wearing

something else. Nonetheless, we all know who is likely to be perceived as the more qualified candidate.

Writing, too, deals heavily with human perceptions, and logic will therefore seldom bring sympathy to the writer who can't spell. Anything that intrudes will interrupt the message and interfere with the communicative process of moving an idea from writer to reader. The language, the medium of communication, should never be noticed. The idea itself, not the conduit, is the issue. A misspelling inherently disrupts; it calls attention to the medium and away from the message. As it does, it suggests to the audience, despite all logic to the contrary, that the writer is not worthy of the reader's confidence.

Let us hope that the current attention to spelling difficulties and the attendant research can uncover the causes of poor spelling. In the meantime, though, student writers in every discipline–and the professors who read their papers–should not overlook spelling just because logic tells us that it isn't a measure of intelligence. Logic isn't necessarily the issue. The standard of excellence in communication lies in fulfilling the reader's expectations, and readers currently expect correct spelling. Why do they expect it? Is it logical to expect it? In communication, such questions are largely academic. All that really should concern the writer is that readers do expect it. Can't spell? You're indeed not "dumb," but you'll nonetheless be perceived as dumb by your readers.

John Jewell
Department of English
Kent State University
Tuscarawas Campus
New Philadelphia, OH 44663

The Individualized Educational Plan: A Prerequisite for the Individualized Educational Financing Plan

Charles Rubin

The Importance of Individualized Educational Planning

Student Financial Aid, more than any other campus student service department, depends upon effective operational linkages with the Admissions Office, Academic and Career Advising, and the Business Office to carry out its functions in a manner consistent with donor regulations and which promotes access, retention and academic success. For two-year community colleges, particularly those which serve large urban multicultural communities, the operational links between student financial aid and academic-career advising are the most critical, given the impact of these services on access and retention.

It is well accepted that student financial aid is a substantial factor in the initial enrollment and subsequent retention of students. Indeed, student financial aid strives to eliminate or minimize educational cost as a barrier to college attendance. While the technical aspects of financial aid office operations are often not well understood by the campus community, the role and expectations of the financial aid office are clear and the impact of financial aid on enrollment and retention is easily observed and subject to relatively precise measurement. This same clarity, relative to role and expectations, is necessary for the campus academic and career academic advising functions.

Two-year community colleges, characteristically open-admissions institutions, generally provide higher education opportunities to anyone who can benefit from the educational programs offered. The student's age, level of academic preparation, or inability to attend full-time are not obstacles to admission. For urban community colleges, this has created student bodies that are characterized by the following:

- Students, on average, are older than the traditional eighteen to twenty-two year old college population (average age about twenty-eight years).
- Many students work whole attending school part-time.
- Entering students vary widely in their levels of academic preparation for college.
- Many students enroll without having a clear educational or career objective.
- Entering students are often attending school for the first time since leaving high school for retraining in a new career or strengthening skills needed for their present occupation.
- Many students prefer a two-year academic program leading to an immediate career or job and do not wish to pursue a baccalaureate degree.

Given this student profile, the academic and career advising functions are equally important to student retention and academic success as student financial aid. Let us briefly consider the reasons.

All post-secondary educational institutions have policies specifying the level of academic achievement that students must maintain to avoid academic dismissal. Federal financial aid regulations require that students achieve and maintain satisfactory academic progress. Specified levels of academic performance are commonly found among the eligibility criteria of private donor and college-funded student aid programs. State funded financial aid programs

usually require a level of academic performance that complies with institutional standards for "good academic standing." Clearly, the student must achieve academic success or "satisfactory academic progress" to be retained, regardless of whether the student receives financial aid.

From a student service perspective, and given the student profile of urban community colleges outlined previously, entering students must be professionally assisted and advised in establishing educational and career objectives consistent with their interests and aptitudes. In promoting student retention and academic success, effective and timely academic and career advising are helpful in the following ways:

•The establishment of educational and career goals provides a sense of purpose for the student. Progress toward the objectives can be observed, often resulting in heightened student motivation to persist and complete the course of study.

•Having established educational and career objectives, options relating to how the objectives can be achieved should be discussed. For example, alternative career paths that might be considered include those shown in the following diagram:

Alternative Career Paths

It should be noted that all of the options outlined can be altered along the way to include combinations of both part-time work and part-time school attendance. Further, various options have implications for the associated educational financing.

- A discussion of alternative career paths is important because the student is encouraged to think and plan for the long-term, as well as gain valuable insights into how the educational and career objectives can be accomplished. For many students, having an objective, accompanied with both the belief that it can be achieved and an understanding how to proceed, is sufficient to provide the motivation needed for retention and success.
- Given the educational and career objectives and a strategy for achieving them, the course of study can be selected and planned taking into consideration all personal factors and circumstances of the student which may hinder the student's academic success. Class schedules can be arranged to accommodate these known or anticipated factors and circumstances, thereby increasing the student's probability of success.

In short, the academic and career advising process should result in the following:

- A clear understanding on the part of the student and the institution relative as to why the student has enrolled (educational and/or career objective) and how the objective can be achieved (alternative career paths).
- An individualized educational plan that outlines for the student the course of study to be taken in order to complete the educational objective at the two-year institution.

The Individual Educational Plan

The individualized educational plan should be the cornerstone of non-instructional institutional efforts to promote student retention and academic success. It can also be an effective tool for achieving these ends. In its most

comprehensive form, the individualized educational plan should list the courses, in the proper sequences, to be taken by the student for each anticipated term of enrollment. The determination of courses to be taken, as well as when the student should take them, should follow from consideration of at least the following factors:

- Career goal, anticipated career path and academic program selected.
- Results of career interest and aptitude assessments.
- The student's basic skills assessment scores.
- The required enrollment into study skills workshops where assessment scores indicate deficiencies in English and Math.
- The student's intended enrollment status (1/2 time, 3/4 time or full-time) for each anticipated term of enrollment.
- Summer school attendance where desired or required.
- Cooperative education experiences, where desired or appropriate.
- The level of difficulty anticipated by the mix of courses scheduled for an academic term.
- The student's intent to transfer to a four-year college or university after completing the course of study at the two-year institution.
- Personal circumstances of the student that could affect academic success and the maximum course load a student should take during an academic term. Domestic responsibilities, job responsibilities, health and personal problems are examples.

In addition, the individualized educational plan should provide for the assignment of the student to a specific academic advisor or counselor who would be accountable for monitoring the student's academic success and adherence to the educational plan, as well as prescribing tutoring or other support services and assisting in the revision of the plan.

Linking the Individualized Educational Plan to the Individualized Educational Financing Plan

Armed with the student's educational plan, the campus financial aid office can become the office of educational financial planning. The role of student financial aid can be expanded from awarding funds to eligible students to effectively arranging educational financing that assists the student in completing the educational objective.

Information contained in the individualized educational plan relating to intended part-time or full-time enrollment–intended summer school enrollment, intended cooperative education experiences, projected time to complete the course of study at the two-year institution, the academic program selected, and intent to transfer to a four-year institution– has great relevance in structuring the financial aid package.

Specifically, the student's educational plan would assist financial aid staff in ways that include the following:

- Planning for use of the Pell Grant, Supplemental Educational Opportunity Grant and College Work Study for the summer academic term.
- Making prudent use of loans as a component of the financial aid package and managing the "grant-scholarship to loan" ratio of the aid package, particularly where the student intends to transfer to a four-year institution to complete a bachelor's degree.
- Determining the student's eligibility for various private donor and institutional scholarships, where the eligibility criteria require the student to be enrolled in a specific academic program.
- Awarded grants or scholarships that require the student to be enrolled full-time.
- Monitoring satisfactory academic progress as it relates to continued federal financial aid eligibility.
- Linking the earnings from cooperative educational experiences to the financial aid package.

Summary

Taken together, the individualized educational plan and the individualized educational financing plan can be an effective institutional student service strategy for enhancing student access, retention and academic success. For urban community colleges committed to providing higher education opportunities to those who are financially needy, lack college-level academic skills, and require effective guidance with respect to making informed career choices, thorough and continuous academic and career advising, combined with effective educational financing, are essential.

Charles Rubin
District Director
Student Financial Aid and Career Services
Cuyahoga Community College, Eastern Campus
Warrensville Twp., OH 44122

Clark: Becoming a Community College

Marsha S. Bordner and John P. Kristofco

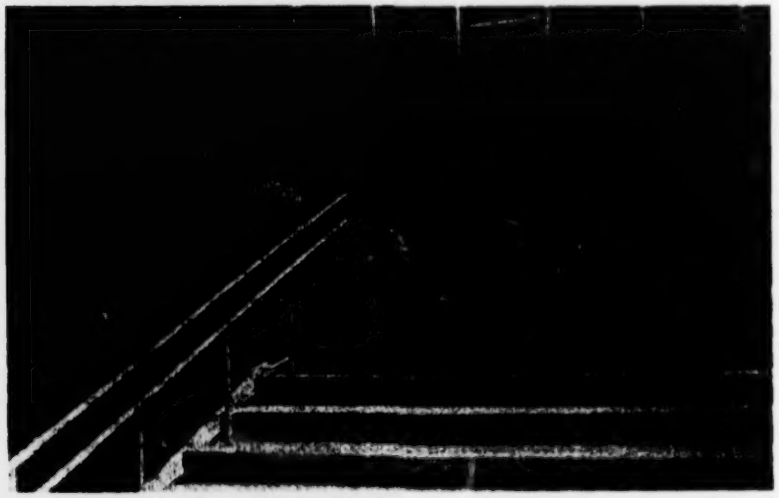
The Journal *wishes to highlight another noteworthy event in Ohio two-year education: Clark is now a community college. On the next few pages, Clark State shares the conversion and the why for with us.*

Clark Technical College's change of status to Clark State Community College represented neither a sudden nor a radical shift in the institution's development. It was one more event in the evolution of a college responding to the needs of its local community. The culmination of this process did occur, however, during a single year with the submission of several documents to the Ohio Board of Regents.

The first of these documents, *Proposal for the Development of Clark State Community College*, submitted to the Regents in October 1987, provided the rationale for our change of mission. After careful review, the Regents' staff asked for additional, locally-based data to better support certain aspects of the proposal. This information was collected and presented to the Regents as the addendum to the proposal in March of 1988.

While the Regents reviewed the addendum, the college organized a broad-based Community College Task Force to work on the *Operating Plan*, the document that would spell out how the college would function once the change of status had been granted. It was necessary to begin work on the plan early for two reasons: First, it would be due at the Regents shortly after the proposal was approved; second, it would require input from all segments of the college if it were to implemented effectively.

About the time the Task Force was at the middle point of its work, March of 1988, the college made its formal presentation to the Board of Regents. At the



Rhodes Hall at Clark State Community College

April board meeting, the Regents voted unanimously to grant Clark Technical College's request for a change of status. During the next two months the transitional agreements, legally authorizing the change in mission, were completed, and on July 1, 1988, Clark Technical College officially became Clark State Community College.

The actual evolution of the institution to a community college, however, began well before 1987. In fact, the college itself had witnessed great change since its beginning as the Clark County Technical Education Program in 1962 and its chartering as the first technical college in Ohio in 1966. Actual discussions of ways to better meet the changing needs of Springfield and the surrounding community began as early as 1976 when the Clark Technical College Board of Trustees, after a thorough self-examination by the entire college community, acknowledged the emergence of an important secondary focus in institutional mission–transfer. From that year on, the college added new courses in the humanities and social sciences, building one of the strongest General Educational Departments in two-year technical institutions in the state. It was in 1987, however, that the Board of Trustees, the president, the faculty, the staff–the college community as a whole–determined that it was time to take action. The college had to play a greater role in providing higher education services for the local area. A writing team, created in the spring of that year (including the authors of this article and Dr. Harold Brown as consultant), set upon the task of articulating the arguments that supported a change of mission.

Members of the writing team, began the task of developing a proposal by collecting data from sources within the college itself, within the local community, and within state/national reports. Another important step in the process was the collection of letters of support from community leaders, presidents of area colleges/universities, and local secondary educators. The Regents had indicated that support from each of these areas was essential if the change of status were to be granted.

From the outset it was clear that two characteristics would play a major role in the analysis: the local economy and the educational levels of area residents. Springfield, like so many communities across the state and nation, was gradually moving from a dependence on jobs in heavy manufacturing to occupations in service and information. White collar jobs, especially managerial and professional positions, were on the increase. Yet the educational levels of local residents were not keeping pace with the changing needs of business and industry.

In fact, the research revealed that the educational achievement beyond high school of those aged 25 years and over in the two primary counties in the service area, Clark and Champaign, was significantly lower than that of many other Ohio counties. In most of these other counties, however, one factor stood out in contrast: Residents were offered the option to begin the bachelor's degree at a local public institution. Research also indicated that the college-going rates (number of enrollees per thousand residents) were also higher in areas of Ohio where there was ready access to a start on the baccalaureate.

Access was defined in terms of two factors: cost and proximity. For many families, especially those without a history of college attendance, the cost, including personal expenses such as babysitting, would create an imposing new financial burden. For many of these prospective students, the local private colleges were not even an option. Compared to other local public institutions, Clark Tech students paid an average $1000 per year less for tuition and transportation.

BEST COPY AVAILABLE

Proximity was defined as the distance of an institution from a student's home. It has often been claimed that thirty miles is an effective radius for attracting students to public, commuter colleges. Our research revealed, however, that fifteen miles is more accurate and realistic. Yet of Ohio's fifteen largest cities, Springfield was the only one not served by a local public institution offering the first two years of a baccalaureate degree. As a result, Springfield residents had to travel twice as far as residents of other comparable Ohio cities to avail themselves of this opportunity. At the same time, however, one-third of the population in the service area lived within three miles of one of the two campuses. Clark Tech was "local" but did not offer a full range of educational opportunities for area residents.

One other argument worked strongly in favor of becoming a community college. The state had some time before announced a policy calling for comprehensive higher education opportunities in all the state's service areas. At the time the proposal was written, only six areas were not thus served. Of the six, Clark Technical College's area was the most populous.

Reviewing the demographic and economic data from the service area, it also became clear that there were four specific populations whose needs were not being met by the state's system of higher education. Hence, high school students, minorities, adults, and already-enrolled Clark Tech students were featured in the proposal as groups whose educational opportunities would be significantly enhanced by the establishment of Clark State Community College.

Looking at the post-secondary educational options available to area high school students in the spring of 1987, the dean found there were five: attending CTC for a technical education, attending a local private college, moving to a residential campus elsewhere in Ohio or out of state, driving more than twenty miles one way to attend a public institution, or not attending college at all. Unfortunately, far too many students were choosing the last option, and the college-going rate in the service area was below the state's figure, and it was significantly below areas in which community colleges were located. The establishment of such an institution would begin to remedy that situation. This opinion was reinforced by high school counselors who responded to a survey conducted as a part of the research. The counselors enthusiastically supported the change in status for Clark Tech, saying that as many as 5% to 15% of their students who had not previously considered attending college would seriously consider Clark State.

The black population within the college's service area is another group whose educational opportunities would be greatly enhanced by the expansion of Clark Tech's mission. The study revealed that college-going rates among the area's blacks, especially those who reside in the city of Springfield, were below the rates of both the state and the rest of the service area itself. This situation, coupled with the changing local economy, would exacerbate already significant disadvantages for area blacks. Unemployment rates are higher for blacks; average incomes are substantially lower; and participation in management and professional positions is much lower.

Historically, blacks have used community colleges, and the low-cost start on the baccalaureate degree that they provide, as the points of entry (and re-entry) into higher education. Thus, the college's proposal contended that an expansion of mission would be an important change for area blacks. When considering that 70% of the entire black population of Springfield lived within three miles of CTC's seventy acre Leffel Lane campus, it was clear that this could be an important expansion indeed.

The proposal argued that the change of status would mean a great deal to adults in the college's service area. Examination of the enrollment patterns at four-year institutions showed that although many "non-traditional" students do enroll at four-year commuter schools, adults are far more likely to "get their start" in higher education at two-year colleges. This certainly had been the experience of adults at Clark Technical College. However, the adults who had come to CTC had been limited in what they could take, and their transfer to four-year institutions had been limited to piecemeal, course-by-course acceptance. The addition of the Associate of Arts and Associate of Science degrees, however, would make available coherent "packages" of work that, with the eventual development of full articulation agreements with a variety of four-year institutions, would allow adults to move readily forward as juniors.

The team identified a specific sub-group within the adult population that was a particular concern. Single females who are the heads of households compose the most rapidly expanding demographic category in the city of Springfield. In the spring of 1987, five thousand families in the city (20% of all families) were headed by single women. In an economic environment where women already earn substantially less than their male counterparts, this indicated that a significant financial burden existed for many citizens. Community colleges have long served as opportunities for these women, and as a community college Clark State will do likewise.

The fourth group identified as an "underserved population" was currently enrolled Clark Tech students. Many of these students–as many as 10% in any one quarter–had identified themselves as "non-degree." This meant that although the college had been specifically a technical institution, these students were enrolled with no immediate intention of achieving any technical degree. Many of these students ostensibly were enrolled primarily to transfer to other colleges and universities. Indeed, when surveying the college's students as a part of the research for the proposal (a survey that included over one-third of the entire student body), the team was surprised to find that fully 62% responded "yes"

Student Services

when asked whether they would have enrolled in the first two years of a bachelor's degree program if it had been available at Clark Tech. Seventy-five percent said that they ultimately intended to earn a bachelor's degree. Hence, the addition of the Associate of Arts and Associate of Science degrees would not only serve the needs of students who had yet to enroll in the college, it would more fully meet the needs of those students who were already with Clark.

Once the arguments had been made to establish that the need existed for the development of Clark State Community College, the team had to set upon task–describing just how we would serve the "underserved" groups. The college had to show the Board of Regents how it would conduct itself in its changed status. A plan of operation had to be developed.

To accomplish this goal, a Community College Task Force conducted an in-depth review of the practical impact of our expanded mission. The Task Force included twenty-one members, representing all academic and student services offices in the college. The work of the group was divided into three major areas: articulation strategies, the needs of the four underserved populations, and curriculum.

In addition to doing extensive research and review, the Task Force was assisted by a number of consultants representing administrative and curriculum areas. These experts met with members of the group and, in some cases, with the entire faculty and staff to address concerns and answer questions. Members of the Task Force also visited a number of community colleges to meet with faculty and administrators, to review curriculum, and to examine facilities.

When the data-gathering and discussions were concluded, the Community College Task Force presented its recommendations to the entire college, seeking responses that would help shape the finished product. That document, the *Operating Plan*, was completed in March, 1988. It summarized the planning process itself, and it presented a number of specific strategies.

First, strategies for the development of articulation agreements with local four-year institutions were described, including guidelines for the make-up and functioning of a college Articulation Committee. This committee, chaired by the Vice President of Academic Affairs, includes members from among the faculty, the division chairs, and the student services staff. It also establishes annual articulation goals, targeting specific programs and institutions. Wright State University, Wittenberg University, and Central State University will be the institutions with which articulation agreements will be sought during 1988-89. These three have been selected because of their locations and the number of students from the institution who have already established a record of transfer. The plan also presents a timetable for the development of eleven additional articulation agreements by 1991.

Next, the *Operating Plan* detailed strategies that will be employed to meet the needs of the four underserved populations. Included are specific activities involving both the academic affairs and the student services areas. Specific plans for improved access to the college included high school outreach programs, linkages with business and industry, and enhanced connections with local social service agencies. Among strategies for student retention are developmental courses, tutoring services, childcare services, a personal growth curriculum, academic and personal counseling, skill-development workshops, and support groups. Plans for students' transition *from* Clark State include job co-op programs, job placement services, exit interviews, degree audits, and transfer counseling.

Finally, in the *Operating Plan* the writers discussed the personnel and fiscal

implications of the change of status. They analyzed likely enrollment/revenue trends and corresponding staffing needs. These plans were presented within a five year time frame so that they could serve as a guide for the college as it moves through the transition process.

With the submission and acceptance of this *Operating Plan*, the formal process of becoming a community college was completed. It was an effort that took over a year and three major documents to accomplish. And yet the process was in reality a much longer road to travel. In truth, it began over ten years ago when Clark Technical College first acknowledged that needs beyond those met by technical institution existed in the service area. The establishment of Clark State Community College, therefore, was really a logical step forward in the progressive growth of an institution. It was a step that will allow Clark to better serve the residents in the area.

Marsha S. Bordner
Chairperson
Arts and Sciences Division
Clark State Community College
Springfield, OH 45501

John P. Kristofco
Chairperson
Developmental Services Division
Clark State Community College
Springfield, OH 45501

PLUS ONE

Managerial Ethics

Robert Albanese

Seemingly a new discovery has hit industry and government: Ethical behavior is good business–and that ethics should be a part of everyone's education. Emphasizing these points, Robert Albanese, editor of Management Update, *has printed a supplement which the* Journal *has obtained permission from South-western Publishing to excerpt (1988, copyright South-western with all rights reserved).*

Corporate Ethics Codes

What enabled Johnson and Johnson to respond so well to the two Tylenol crises it faced? There are several factors, including J&J's customer-orientation tradition, marketing strength, capable personnel, and community involvement. J&J CEO John Burke offers two other factors: J&J's corporate credo and management's support of it. Burke observes in *World* ("Digging for Direction," Winter 1988, p. 22) that J&J managers who had been exposed to the credo since joining the firm were able to make choices "without referring everything to my office." An article in *Fortune* ("Unfuzzing Ethics for Managers," November 23, 1987, p. 229) agrees that the credo's tenets were instrumental in helping J&J through its crises: "When poisoned Tylenol was found on store shelves, employees across the country independently took action in accordance with those tenets, to the company's honor and benefit."

A key point about J&J's corporate credo: It had *and* has the full, continuing support of top management. The credo is not just a piece of paper hanging on the wall. J&J's top management reinforces it by setting the ethical climate, providing role models of ethical behavior, providing training programs based on the credo, surveying employees to determine compliance, and holding companywide "challenge meetings" for top managers to challenge the validity of the 30-year-old credo's tenets.

A poll (T. J. Murray, "Ethics Programs: Just a PrettyFace," *Business Month*, September 1987, p. 30) of a group of the largest U.S. companies found that 93% have ethics codes, 18% have an ethics committee, 8% have an ethics ombudsman, and less than 1% have a judicial board.

So codes of ethics already are common in large U.S. companies. And according to *Business Week* ("Businesses Are Signing Up for Ethics 101," February 15, 1988, p. 56), "corporations are rushing to adopt codes of ethics." Ethics codes have management's attention.

But the mere presence of a corporate ethics code is no guarantee that the code's tenets will be put into practice. Often the substance of these codes is simplistic, legalistic, nonspecific, morally righteous, and uncommunicated to employees. If these terms apply to an ethics code, the code's role in providing guidelines for ethical behavior is problematic. One study, reported in *The Wall Street Journal*, found that companies with written standards of ethical conduct were cited by federal agencies for infractions more often than organizations with no formal codes.

If codes of ethics are going to encourage greater values-driven behavior, two conditions are essential. First, the codes should evolve out of a process that involves line managers and others who are affected by the codes' tenets. An ethics code developed exclusively by the corporate legal staff or some other staff function probably will not result in a useful set of guidelines for employee conduct.

The key: Involve as many relevant stakeholders as possible and practical.

Second, codes of ethical conduct will have greater influence on actual behavior if they receive the active and ongoing support of top management. Former U.S. Attorney General Griffin Bell makes the same point: "Any company without an ethics plan is behind the times . . . . If top management does not believe in and support the plan, however, it might as well be thrown out the window" ("Digging for Direction," *World*, Winter 1988, p. 22).

Johnson & Johnson is one company that fully supports its ethics code or "Corporate Credo" but top management support of ethics codes may not be all that common. Kirk Hanson, a Stanford University professor, estimates that only 1 in 10 companies support their ethics codes with a companywide continuing program. That ratio is likely to increase as companies become more familiar with issues that affect the effectiveness of ethics codes.

Even with active top management support, ethics codes are no guarantee that behavior will always conform to ethical guidelines. Boeing Co. provides an example. Boeing has an ethics code, an ethics committee that reports to the board of directors, ethics advisers in its subsidiaries, and a toll-free telephone number for employees to use in reporting code infractions. Boeing also provides ethics training conducted by line managers. Even so, *Business Week* reports that "in 1984 a Boeing unit illegally used inside information to gain a government contract" ("Businesses Are Signing Up for Ethics 101," p. 57).

Such an infraction could happen in any company. But it is reasonable to think, because of Boeing's long tradition of supporting its ethics code, that such an infraction would happen less often at Boeing than it would in companies that pay only lip service to their ethics code.

Classroom: The Ethics Packet Assignment

Recently, an interdisciplinary course was taught in the University Honors Program called "A Novel Approach to Organizations." Since the section on ethics was the capstone of the course, major emphasis was how organizational membership has an impact on individuals and how individuals might have an impact on an organization. The class viewed the movie "Breaker Morant" which raised the central question: What happens when decision makers are also members of an organization, or even several overlapping, and sometimes conflicting, organizations? Under normal circumstances the soldiers in "Breaker Morant" probably would not have killed either prisoners or a missionary, but their membership in an organization (the army) plus the job they had to do in that organization gave them "permission" to kill without having to constantly weigh the moral issues. While war is a special circumstance, most people face much less traumatic, but nevertheless as important ethical dilemmas in their everyday lives. For example, one knows that it is not right to steal; however, office pens magically "appear" in our briefcases, pockets, home offices.

Why does this occur? While it could be considered unethical to take university supplies and resell them, as members of the university, teachers understand that supplies are purchased for their use. Most know, through

enactment, what the difference is between "borrowing" and "stealing" office supplies. People who are not members of our organization may not be able to understand the distinction.

The question this raises is how can instructors help the students start to identify similar ethical issues? Thus an assignment called the *Ethics Packet* was designed, whereby groups of four students would have to research a particular ethical dilemma which an organization faced, and examine what issues arose for individuals within the organization. The assignment reads as follows:

(1) Pick an organizational problem or event (in the profit or non-profit sector) which presents an ethical dilemma (i.e., Greenpeace, investing in South Africa, violation of the West Point Honor code, Nuremberg trials, Silkwood, Three-Mile Island).

(2) Thoroughly research the event and develop a collection of articles. Use primary (newspapers, interviews, eyewitness reports, news magazines) and secondary sources (commentaries, editorials, books, research studies). Put the collection of articles in a folder and put it on reserve in the library. Include a bibliography of the articles included. This should be placed on reserve the class day prior to the presentation. The rest of the class will read these articles in order to prepare for the in-class discussion.

(3) Write a group case study of the event, including the historical context. Be creative in format (Possibilities: time line, narrative, pictorial). This is to be ready the class session prior to the presentation. Bring enough copies for everyone in the class.

(4) Write a group in-depth analysis of the event. Delineate the ethical issues and dilemmas which are raised by the event. Identify as many as possible; brainstorming might help. Note when these ethical issues arise. Be extremely explicit and extensive. In particular, note when the organization comes into conflict with other "actors" (i.e., employees, customer, society, etc.). This can be prepared in list format and is due the day of the presentation.

(5) Be prepared to lead the class in an in-depth discussion of the event. Be as creative as possible.

(6) Each student will write a two page fictional account of the thought processes of one of the "characters" in the event. For example, if the West Point Honor Code scandal, one could write a fictional account of what went on in the mind of the cadet who turned in his fellow students. This might be especially interesting to take a character whose actions one doesn't agree with. This will be due in class the day of the presentation.

Overall, the *Ethics Packet* has been a very useful learning tool and assignment for class. The problems in using this assignment have been minimal but should be mentioned. First, the student groups tended to pick rather grandiose issues which were difficult to synthesize into a collection of articles, short case history, and in-class discussion. The positive side of this is that it forced them to go through lots of material and make important choices. This choice of topics also meant the ethical issues and dilemmas tended to be very complex and intertwined. This made it difficult for the instructors, let alone the students, to try and sort through the important relationships. In the future it is highly recommended that students pick narrower dilemmas (or at least ones that don't have millions of pages written about them).

The second problem was getting students to put the dilemma and actors back into the organizational context. Much of this can be accomplished through class discussion; however, here are two suggestions which may aid this process.

First, have the students do some large-group discussion and writing in class about a particular ethical problem (in this case, the issues in "Breaker Morant"). This should occur early in the ethics section of the course, so students can start focusing their attention on the issue of the impact of organizational membership upon ethical decision making. Second, the students should share the lists of ethical issues earlier in the process of the assignment. The instructors could have helped to identify more relevant issues and actors.

The *Ethics Packet* tends to go beyond a typical scenario of case presentation and student response. This assignment requires that students be able to analyze information and data; they must be able to make an oral presentation and lead a discussion; they must be able to write both factual and fictional accounts of a situation; and they must be able to do deep thinking and see beyond what may be obvious. The students, in essence, are required to develop their own cases as well as analyze them. This more closely simulates the kinds of processes they will have to go through in real life as members of a variety of organizations.

Note: The *"Ethics Packet Assignment"* is a classroom assignment useful in encouraging class discussions of ethical issues. It was developed by Karen L. Vinton and Melody M. Zajdel of Montana State University. Source: *The Organizational Behavior Teaching Review*, Vol. XII, Issue 2 (1987-88), pp. 108-110. (Used with permission.)

Ethics Case: The Beech-Nut Affair

A federal district court jury recently found two former top executives of Beech-Nut Nutrition Corp. guilty of intentionally shipping bogus apple juice. Behind these convictions is an amazing story of unethical and illegal behavior, misjudgments, and financial ruin.

Beech-Nut has the word "nutrition" in its corporate name. Purity, high quality, and natural ingredients were always part of its culture and reputation. Its "100% Apple Juice" product for babies accounted for a major part of sales. What then led to a 470-count grand jury indictment in November 1986 of Beech-Nut and its two top executives for selling products that contained fake apple juice?

Briefly, here is the chronology of events.

- In August 1981, Beech-Nut's director of research, Jerome LiCari, sent a memo to senior managers. The memo stated that there was considerable circumstantial evidence that the apple concentrate supplied by Interjuice & Universal Juice Co. was phony. LiCari recommended terminating Beech-Nut's contract with the company. LiCari's research scientists and other Beech-Nut employees agreed with his conclusion and recommendation.
- Beech-Nut's president, Neil Hoyvald, and its head of manufacturing, John Lavery, basically refused to accept LiCari's conclusion and recommendation. They cast aspersions on LiCari's loyalty and judgment, and Lavery threatened to fire him. LiCari resigned in 1982.
- In June 1982, a private investigator, Andrew Roxenzweig, representing Processed Apples Institute, Inc., told Beech-Nut officials that new tests made it possible to conclude that Universal Juice was distribution fake apple concentrate. Rosenzweig asked Beech-Nut to join other juicemakers in suing Universal. Beech-Nut not only refused to do so, but engaged in a series of incredible stonewalling activities that it hoped would enable the company to dispose of its $3.5 million inventory of juices containing the

fake concentrate. While it belatedly issued a national recall of its apple juice in October 1987, Beech-Nut continued to sell mixed juice containing the fake concentrate until March 1983.

- Beech-Nut's stonewalling infuriated Food & Drug Administration investigators. It turned what might have been a civil investigation into a criminal investigation. The indictment of Beech-Nut, its two executives, and two executives of Universal Juice came in November 1986.
- In November 1987, Beech-Nut pleaded guilty to 215 felony counts, but Hoyvald and Lavery pleaded not guilty. Nestle, the Swiss food company and owner of Beech-Nut, hired Brendan Sullivan, Oliver North's lawyer at the Iran-Contra hearings, to defend Hoyvald and Lavery. Hoyvald claimed he had no personal knowledge of the fake concentrate; Lavery claimed he had no proof the concentrate was fake.
- In early 1988, Hoyvald and Lavery were convicted. A key witness against the two men was LiCari. Other witnesses were the two Universal Juice executives, who had earlier pleaded guilty to charges against them. The presiding federal district court judge, Thomas Platt, had instructed the jury to take into account the notion of "conscious avoidance"–when someone fails to seek the truth even when there is a duty to do so. Sullivan has said he will appeal the jury's verdict.

Are there good explanations for Beech-Nut's ethical and legal lapses? Clearly, the answer is, No! Are there any rationalizations or excuses that can be cited? Perhaps. Beech-Nut was under severe financial pressure to reverse its losses. Hoyvald had told his superiors at Nestle that 1982 would be profitable. The fake apple concentrate was considerably cheaper than genuine apple concentrate, and large amounts of apple juice made from the fake concentrate were in inventory.

This financial pressure led to a series of rationalizations used to justify use of the fake concentrate–"other juicemakers use it," "it won't hurt anybody," "there is no foolproof test to prove the concentrate is fake."

The result of all this for Beech-Nut? Ruined industry reputation that will be difficult to restore. Millions of dollars in lost sales, fines and penalties. Possible jail sentences for former executives. Lost market share. But a possible outcome of the Beech-Nut affair might be a stronger company more committed than ever to purity, high quality, and natural ingredients.

Questions:

(1) *What model of ethical reasoning appears to be implied by the actions of Hoyvald and Lavery? By the action of LiCari? Explain.*

(2) *At what point in the chronology of events did Beech-Nut's actions change from being unethical to unethical and illegal? Explain.*

Sources: The major source for this case is "What Led Beech-Nut Down the Road to Disgrace," *Business Week*, (February 22, 1988), pp. 124-128. Additional information taken from *Business and Society Review* (Winter 1988), p. 66.

Robert Albanese
Editor
Management Update
South-western Publishing
Cincinnati, OH 45227

PRACTICUM

Clark State's Big Math-A-Tac

John Bailey and Kylene Norman

The Clark Tac Computer Show at Clark State Community College is again this year bringing its "Big Math-A-Tac" to school children, offering a creative solution for encouraging kids to stay in math and science. The Clark Tac Computer Show began last year when Clark State's engineering department received an urgent request to provide an hour long demonstration for 150 junior high and high school visitors. Two instructors, Kylene Norman and John Bailey, accepted that challenge and now share that experience.

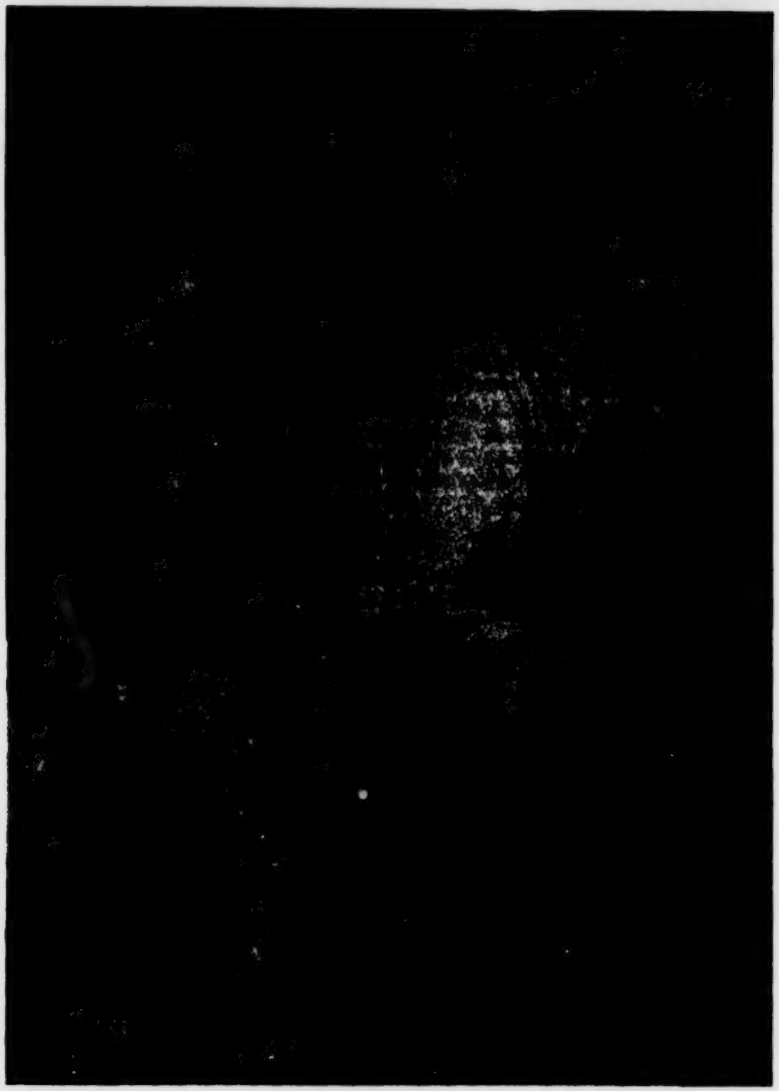
There is a math problem in this country, one which manifests itself on many levels: Children in schools generally opt out of higher mathematics courses at the earliest possible time. A recent study by the National Science Foundation indicated that by the tenth grade 80% of all students were lost to careers in math, science, and engineering because they were no longer enrolled in mathematics. This trend is reflected in a severe shortage of qualified individuals to fill positions in those disciplines. Also, increasing technology in the workplace demands employees with more mathematics skills. Yet many junior high and high school students don't like math. College students and adults are often afraid of the subject. We have a math problem.

Colleges have responded with more developmental courses, tutoring, and slower-paced curricula. There is a definite need and a value in these fixes. But these are defensive moves, and it's time for an all-out attack on the problem. We, a mathematician and a physicist, designed the "Big Math-A-Tac," a multi-faceted program to keep more kids in math, bring more adults back to math, and reduce the fear of the subject at all levels. The activities include three targeted audiences: pre-college K-12 students and teachers, college students and faculty, and people in the workplace. The following is a brief description of each part of the "Big Math-A-Tac."

Several of our efforts are directed toward K-12 students in our service area. One of the most popular is the "Clark Tac Computer Show," which is a humorous hour of hands-on binary arithmetic. Students build their own simple five-bit computer from candy molds and TicTac candies (hence the name). The message conveyed is that math can be fun and that they all can succeed at the fairly difficult subject matter of the show. Because the junior high years are the time when students decide whether or not to continue in higher level mathematics, in the past two and one-half years we have performed the show for over 2800 seventh and eighth graders. We encourage the students to recognize the importance of mathematics and to stay in math for the remainder of their school years. The show is made possible through grants from The Martha Holden Jennings Foundation, Clark State Community College, and Ferrero USA (makers of TicTacs). It is booked for two performances every possible Friday through May, 1989.

Because requests for the "Clark Tac Computer Show" far exceed the time that the two of us have to perform it, we are developing the "Big Math-A-Tac" video series. This is to be a series of four video shows, copies of which will be sent to each school district in our service area. We have formed a partnership

with Greater Dayton Public Television (Channels 14 and 16) and have applied for funding for the project from the Ohio Board of Regents. One of the shows will be the "Clark Tac Computer Show." All four videos will have zany, crazy formats with real mathematics messages.



Clark Tac Computer Show

To further emphasize that math should be fun and not feared, we have developed in-service seminars for mathematics teachers in grades K-12. We are scheduled to present several of these during the 1988-89 school year, both in and out of our service area. These will not be the traditional in-service presentations. We will show the teachers a variety of comic routines, each with a mathematics component that students learn as a by-product of being entertained. Most of the activities are hands-on, and regardless of grade level, teachers will leave with ideas that they can incorporate into the learning atmosphere in their classrooms. We feel that if we keep the subject fun, students will anticipate what might happen next. Thus, the interest level will grow, and the anxiety level will decline.

Still another of our get-into-the-schools plans has been our 2 + 2 curriculum articulation program with the Springfield City Schools. Funded for three years by a federal grant, four of our core engineering technology courses were taught to general level high school juniors and seniors during the normal school day. The students had to be co-enrolled in a math course at the high school. Of the 200-plus students who participated in the program, 67% went on to some sort of post-secondary education. These students were not on a college-prep track prior to the program. The funding for the program has expired, but during its run we team-taught one of the courses offered. Again, we used comedy routines, debates, arguments, and other theatrical techniques to enhance the course.

As a final K-12 initiative, we staged four three-hour modules for twenty high school students who were part of a Minority Institute hosted by the college this past summer. Our modules included math anxiety, math and computers, math for electronics, and simple electronics technology. In the twelve hours we had with the participants, we moved them from very simple mathematics concepts to building and understanding the mathematics of simple circuits. Once again, this was accomplished through carefully choreographed comedy and theatrical routines.

Not all of our efforts have been directed toward students of pre-college age. Several pieces of the "Big Math-A-Tac" have focused on the adult sector. One such activity was a response to business and industry's need for a more technically capable work force. In discussions with management of local firms, we designed mathematics and electronics assessment tests. The tests were given to workers, and the results were astonishing. Of 600 workers tested, less than 10% were able to score 70% or better on a 6th grade level arithmetic test. The assessments of basic electronics knowledge and skills were equally discouraging. We designed courses in both subjects, offered some classes in the plants, and held some in the college laboratories. We conducted some sessions as a team, and others were offered solo. The key was to assure participants that their jobs were not on the line. Any grades were held in strictest confidence; not even management was informed of performance. The students either received completion certificates or recommendations to try again. Ninety-eight per cent of all the workers have now received completion certificates, and many have expressed a desire to continue with their education. At this point, management seems quite willing to work with us to provide courses that will eventually allow their employees to enter the mainstream college curriculum in technical areas.

Perhaps the greatest hurdle we had to overcome in the industrial training program was the extreme mathematics anxiety felt by the participants. However, this condition is not unique to the workforce. Many adults who have decided to

BEST COPY AVAILABLE

give college a try are also plagued by an intense fear of the subject. We developed a day-long math anxiety workshop for students in an adult degree program. Pretests and post-tests were given. There were no names on those papers, rather students used a telephone number or other code so that only they know their own paper. We used unsigned free-writing exercises, games, skits, puzzles, and much humor to make the day less threatening. Mathematics skills were included in each activity, and the post-test showed an overwhelming increase in success. At the very least, the participants were no longer afraid to even try to work a problem.

In an attempt to reach even more adults, the college is planning to offer the Minority Institute to an adult audience. We have been asked to re-create our modules and offer them on Saturdays this fall and winter.

Not all of our efforts in the "Big Math-A-Tac" have been directed toward external audiences. For our entering Clark State freshmen, we team-taught the engineering methods course, which introduces engineering technology students to calculators and computers as tools used by technicians. Traditionally, there had been high attrition in the course, and we believed that was due to a lack of integration with other courses they were taking. We delivered lectures composed of carefully rehearsed dialogue, comedy routines, and arguments. Students became passionately involved at times and took sides with one or the other of us. Mathematics, physics, and their personal choice of a technical field were reinforced in each computer or calculator assignment. We taught this course for two consecutive years and found a remarkable increase in performance in their mathematics courses. Retention of those students increased to over 90%.

We are very aware that two people cannot conquer the math problem alone. Therefore, another part of our attack is to share our ideas and programs with other college faculty. A portion of the grant from the Martha Holden Jennings Foundation funds visits to six other Ohio colleges. During these visits, we perform the "Clark Tac Computer Show" for a junior high class in the area. The faculty of the college watch the performance. We then conduct a seminar with those faculty, answering questions and offering suggestions for similar activities they might try. We do not necessarily encourage them to clone us, rather to simply do something to reach out to their own service area. So far the evaluations of these presentions by the participants have indicated that faculty are developing new activities.

Aside from the Jennings project, we have also been invited to professional meetings to present papers about parts of the "Big Math-A-Tac" or the entire concept. To date we have spoken to The American Mathematics Association of Two-Year Colleges, the Ohio Association of Two-Year Colleges, the North Central Association, the Ohio Collegiate Computer Science Seminar, and the, American Technical Education Association. We are scheduled speakers for several of these groups again this year and have also been asked to be speakers at the Ohio Board of Regents' Conference on Access and Success. If we can expose the maximum number of colleagues to what we have done and the success we have had, perhaps we can gather more forces to attack the math problem. We, as college faculty, have all been guilty of blaming the problem on K-12 educators, parents, calculators, and even television. Blaming others, however, gets us nowhere. We are not helpless in the face of this problem or doomed to accept students with less skill than we would like. We can and must visit our schools, factories, and communities and offer a variety of creative and proactive initiatives to help. The teachers and students, management and

employees, community leaders and populace, and ultimately, the college and its faculty will reap the benefits.

John Bailey
Engineering Instructor
Clark State Community College
Springfield, OH 45501

Kylene Norman
Mathematics Instructor
Clark State Community College
Springfield, OH 45501

FORUM

ISSUE: Should Two-Year Colleges in Ohio Provide Athletic Scholarships?

In a time of decreasing enrollments many two-year schools have considered athletic scholarships, knowing that sport activities keep commuter students on campus. This consideration has fostered the question: Should the colleges do this? To provide insight into the issue, Robert Campbell of Youngstown State and Gordon Brooks of Columbus State offer the following arguments.

Rewarding Athletic Excellence Is Both Fair and Wise

Robert C. Campbell

One can approach the question of who should receive financial aid for higher education, particularly whether student-athletes should be supported, from many perspectives. Philosophically, if monies in the form of scholarships and grants are indeed awarded on the basis of excellence in past endeavors, athletic prowess should be similarly recognized.

Funds for tuition at post-secondary schools are targeted for a wide variety of individuals who excel in art, music, and even for special interests. These policies are wise and proper. Colleges give to these students financial assistance with the expectation that they will benefit both themselves and the institution by continuing their progress. These same statements can be made for athletic grants-in-aid (it should be noted that the National Collegiate Athletic Association prefers the term "grant-in-aid" to "scholarship"). Just as some students see examination scores, gradepoint averages, and class rankings as an avenue to gain financial assistance to continue their education, many student-athletes see sports as a way out of their present conditions. (And, the life conditions and goals of many athletes are better served by two-year institutions.) The time, effort, study, and opportunity costs of athletic excellence compares most favorably with that of achieving excellence in most other worthy endeavors in life. The lessons to be learned from participation and competition in sport are, arguably, as important to the individual and to society as those acquired in the traditional classroom. This is not to suggest that the focus of the

institution be shifted from academics, but for many students, participation in athletics is the major ingredient in their later successes in life and work.

From a pragmatic perspective, two-year colleges need to examine their mission and priorities while dealing with the decision to provide athletic grants-in-aid. Institutions that have truly adopted a "marketing philosophy" are aware of the role quality athletic programs play in enrollment and retention of students. It is surprising that so little research has been done to document the influence of successful athletic programs to admissions, alumni participation, and contributions to schools. But one need only listen to administrators of schools with such programs to understand: Sports participation keeps students on campus, especially at commuter schools. The equivalent monetary value of news time received for sports coverage on television, radio, and the print media is staggering, even for smaller institutions. It is particularly surprising that schools, when faced with decreasing enrollment, limit their participation in sports. At the same time, one cannot imagine that a successful business executive would conclude that since profits are down, marketing efforts should be reduced.

Certainly few two-year schools enjoy the luxury of operating a sports program for profit. But if one considers the advantages–publicity for the school, a sense of student and community ownership and pride, direct and sidestream admissions, alumni participation and contributions, and student activities opportunities—it makes sense to begin and continue athletic participation. Programs do not have to win national championships to realize these benefits. One of the least expensive but most important components of a quality program is attracting quality participants. Athletic grants-in-aid allow this to happen.

The governing body for sports participation at two-year schools, the National Junior College Athletic Association (NJCAA), hopes to soon establish limits on the number of athletic grants-in-aid that may be awarded at particular institutions. This action should greatly balance the ability of schools to participate competitively in intercollegiate sports. The NJCAA has responded to the needs of its member institutions by eliminating arbitrary, secondary-level eligibility requirements and not restricting eligibility based on age of the student (any student in good academic standing may participate two years). Additionally, according to George Killian, Executive Director of the NJCAA, virtually every athlete at every school receives some type of financial support–Pell Grants, tuition waivers, etc. In reality, operating a quality athletic program as part of a school's overall marketing strategy is within the reach of virtually every institution.

Robert C. Campbell
Assistant Professor
Business Education and Technology
Youngstown State University
Youngstown, OH 44555

Strong Athletic Programs: An Important Part of Two-Year College's Mission

Gordon Brooks

Since most two-year colleges in Ohio have either no athletic programs or limited athletic programs, the question should be "Should Ohio two-year colleges promote athletic programs, and, if the answer is yes, should they grant athletic scholarships?"

The answer to this question depends on the way Ohio two-year colleges perceive their mission–or the way they should perceive their mission. George B Vaughan, president of Piedmont Virginia Community College, in his speech, "The Community College Mission," told a group of social science faculty members from New York Community College that" The fifth and final constant that I believe is an inherent part of the community college's mission is its commitment to offering a comprehensive program. Philosophical concepts, no matter how noble, have little meaning unless they are translated into something concrete . . . Comprehensive means more than a comprehensive academic program" (26). Ohio two-year colleges should provide strong athletic programs so that students can benefit from comprehensive educational experiences. I participated in cross-country, wrestling, and track while attending high school. However, since I intended to become a baptist minister, I chose to attend Georgetown Baptist College in Central Kentucky because of its excellent academic programs, not its athletic programs. I soon learned, however, that my educational experience was not comprehensive enough, and I began to participate in cross-country and track at Georgetown College. What happens to students who encounter this same experience at an Ohio two-year college where athletic programs are nonexistent or grossly inadequate? Do they drop out–or do they transfer to a college that does offer athletic advantages. Vaughan, in his speech, "The Community College Mission," maintains that "We have for years proclaimed that the community college's 'open door' must not become a revolving door. Yet for years our retention rates have been, at best, embarrassing. We must not just bring students to campus, we must retain them" (27).

Ohio two-year colleges' mission extends beyond providing a comprehensive program for its students. In the 1987 Harry S. Truman Lecture, "Leadership: The Role of Community Colleges in Developing the Nation's Young Potential Leaders," John W. Gardner argues "that any institution concerned with leadership development should also be concerned with developing the kind of people who, though not leaders themselves, will share leadership tasks in whatever system they find themselves. A very large number of people have the capacity to share leadership tasks. But again the capacity is apt to be suppressed or left undeveloped in huge, impersonal, anonymous systems. The community college, smaller in size and locally centered, can combat that impersonality . . . Young potential leaders benefit by early exposure to various forms of group activity-team sports . . .they need opportunities to lead" (20).

Part of the mission of Ohio two-year colleges is to provide comprehensive educational experiences for students, find ways to retain them, and provide an atmosphere where leadership can be practiced and experienced. Strong athletic programs can and do enhance this mission. Should athletic scholarships be provided as a part of the athletic program? Yes, to the degree that each two-year

college can afford it. This is so with four-year colleges and universities, and it will be so with two-year colleges. Two-year colleges will find, as four-year colleges know, that athletic scholarships provide a foundation on which to build a strong athletic program–and strong athletic programs promote and project positive images of two-year colleges, their students, and their communities.

Gordon Brooks
Communication Skills
Columbus State Community College
Columbus, OH 43215

*The Editorial Board of the OATYC Journal is soliciting written responses (three or four paragraphs) to the question **Does the Two-Year College Have a Responsibility to International Education?** The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the fall edition's "Forum" section, deadlines: March 3, 1989.*

REACTION

Reaction to "The Faculty, A Pivotal Resource"

Lee St. John

The Journal encourages letters and articles in response to its contents, policies, and OATYC activities. Lee St. John responds to The Faculty, a Pivotal Resource *(Spring 1988).*

Constance Kocher, Linda Houston and Allen Zimmerman, writing in the Spring 1988 issue of OATYC--all point to the need for strong faculty participation in institutional governance.

Typically faculty involvement is by way of committee membership with the committees acting in an advisory capacity to the administration on important decisions such as budget, curriculum, etc. In an institution where there are many faculty members, this approach is workable since the committee load can be broadly shared. With smaller faculties each instructor may be appointed to too many committees to adequately serve. This is especially true in institutions in which the faculty-student contact hours per week are high.

It is also, unfortunately, the case that some "advisory" committees may be simply advised of administrative decisions which have already been made and the faculty on such committees soon become aware of their non-participatory role, as evidenced by their resignations from such committees.

For a smaller institution a more general faculty "advisory committee to the Dean" may be more appropriate than a number of more specialized committees.

It is also possible that an institution might have a rotating administrative intern position to be filled, perhaps on an annual basis, by faculty members. A faculty member who choses such an assignment might well represent the faculty point of view in administrative decisions and might also come to better appreciate some of the constraints under which administrators must work.

Lee St. John
Associate Professor of Zoology
The Ohio State University
Newark, OH 43055

OATYC

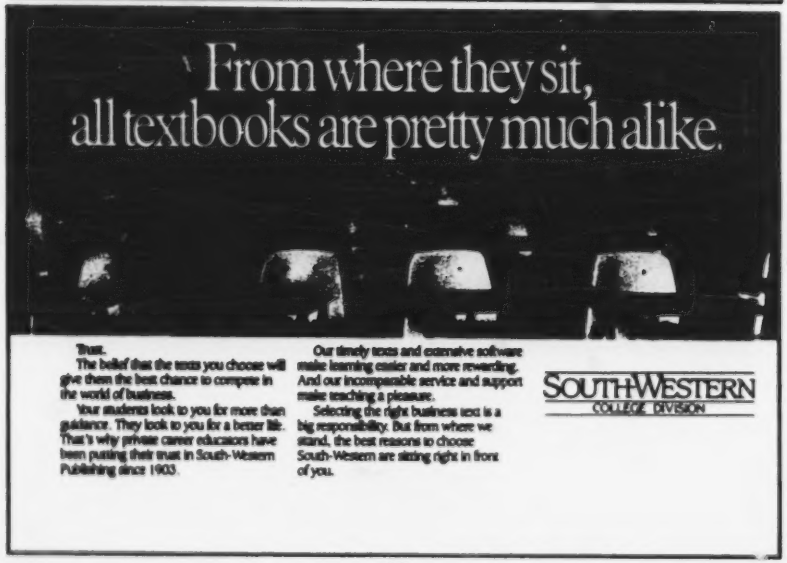
Mark Your Calendars!

What:	Annual Fall Conference
When:	November 4 and 5, 1988
Where:	Owen Technical College (Toledo, Ohio)
Theme:	"From Dream to Reality: Coming of Age in the 90's"

Join your colleagues for one and a half days of professional development!

A big "thank you" to the following companies who gratefully sponsored the OATYC 1988 Fall Conference:

South-western Publishing Company
McGraw-Hill/Gregg Division
McGraw-Hill Publishing Company
Harper & Row Publishing Company
Prentice Hall Publishing Company
SIMC



Trust.

The belief that the texts you choose will give them the best chance to compete in the world of business.

Your students look to you for more than guidance. They look to you for a better life. That's why private career educators have been putting their trust in South-Western Publishing since 1903.

Our timely texts and extensive software make learning easier and more rewarding. And our incomparable service and support make teaching a pleasure.

Selecting the right business text is a big responsibility. But from where we stand, the best reasons to choose South-Western are sitting right in front of you.

SOUTH-WESTERN
COLLEGE DIVISION

OATYC Journal Campus Solicitors

Agricultural Technical Institute, Ms. Linda Houston

Belmont Technical College, Mr. Thomas Ostalewski
Bowling Green State University, Firelands Branch, Mr. Ronald Willard

Central Ohio Technical College, Mr. Scott Wilson
Cincinnati Technical College, Mr. David C. Ballinger
Clark State Community College, Dr. Mary K. Linde
Clermont General and Technical College, Ms. Karen Williams
Columbus State Community College, Dr. Rita Bova
Cuyahoga Community College East, Mr. Thomas Morris
Cuyahoga Community College Metro, Mr. Stanley Klosek
Cuyahoga Community College West, Dr. Arthur Polen

Edison State Community College, Mrs. Mary Harris

Hocking Technical College, Mrs. Elaine Dabelko

Jefferson Technical College, Ms. Carolyn Craft

Kent State University, Ashtabula Campus, Dr. Jack E. Smith
Kent State University, East Liverpool Campus, Mr. Carl Yoke
Kent State University, Geauga Campus, Dr. James Jones
Kent State University, Salem Campus, Dr. James Cooney
Kent State University, Stark Campus, Ms. Patricia Murphy
Kent State University, Tuscarawas Campus, Mrs. Agnes K. Swigart
Kent State University, Trumbull Campus, Ms. Janet Crawford

Lakeland Community College, Ms. Sally Carr
Lima Technical College, Mr. Alan Lange
Lorain County Community College, Ms. Marilyn Valentino

Marion Technical College, Ms. Betty M. Dietsch
Michael J. Owens Technical College, Dr. Charles Ballard
Muskingum Area Technical College, Mrs. Catherine Cummings

North Central Technical College, Dr. Bruce Sliney
Northwest Technical College, Dr. James Nagel

Ohio State University, Newark Campus, Dr. Robert Klingensmith
Ohio University, Belmont Campus, Dr. Thomas Flynn
Ohio University, Chillicothe Campus, Mr. J. Steven Phillips

Raymond Walters General and Technical College, Dr. James E. Cebula
Rio Grande Community College, Dr. Raymond Boggs

Sinclair Community College, Dr. Benjamin McKeever
Southern State Community College, Mr. Kenneth Store
Stark Technical College, Ms. Therice Gall

Terra Technical College, Mr. Kenneth Hahn
Toledo Community and Technical College, Dr. Robert Somogye

University of Akron Community and Technical College, Ms. Anna P. Barnum
University of Cincinnati General and Technical College, Dr. Patrick Kumpf

Washington Technical College, Mr. Joe Testerman
Wayne General and Technical College, Mr. Robert McElwee

Youngstown State College of Applied Science and Technology,
Dr. Violet Boggess

BEST COPY AVAILABLE

The Jerry McClain Co., Inc.

Custom homes, Northern Products log homes, residential remodeling, light commercial construction and residential and commercial condominiums.

Design-Quality-Service

596 Newark-Granville Road
Granville, Ohio 43023

Phone
(614) 587-3700

Sharon Valley Apartments
"Designed with the student in mind"

Sharon Valley Apartments are located adjacent to the campus of The Ohio State University, Newark and the Central Ohio Technical College.

Phone
(614) 587-3700

BEST COPY AVAILABLE

OATYC Officers, 1987-88

President: Mr. John Thornton, Associate Professor of Physics, Stark Technical College, 6200 Frank Avenue N.W., Canton, OH 44720 (216) 494-6170.

President-Elect: Ms. Kathy Brubaker, Assistant to the President for Special Projects, Owens Technical College, Oregon Rd., Toledo, OH 43599 (419) 666-0580.

Treasurer: Dr. Russell K. Davis, III, Associate Professor of Business Management Technology, University of Akron Community and Technical College, 304 East Buchtel Avenue, Akron, OH 44235 (216) 375-7391.

Secretary: Ms. Linda Houston, Associate Professor of Communication Skills, Agricultural Technical Institute, 1328 Dover Road, Wooster, OH 44691 (216) 264-3911.

Past President: Ms. Jane Watkins, Associate Professor of Office Administration, University of Akron Community & Technical College, 225 South Forge Street, Akron, OH 44325 (216) 375-7305.

Board of Directors, 1987-1988

Mrs. Carlene Alexander, Instructor, Social Services, Columbus State Community College, 550 East Spring Street, Columbus, OH 43216 (614) 227-2596.

Mr. Alan Lange, Associate Professor of General Studies, Lima Technical College, 4240 Campus Drive, Lima, OH 45804 (419) 222-8324.

Mr. John Porter, Associate Professor of History, Southern State Community College, 12681 U.S. Route 62, Sardinia, OH 45171 (513) 695-0307.

OATYC Campus Liaison List - 1988

Agricultural Technical Institute
Linda Houston
(216) 264-3911

Belmont Technical College
Thomas Ostasiewski
(614) 695-9510

Bowling Green State University - Firelands
Ronald L. Lehr
(419) 433-5560

Central Ohio Technical College
Paul Troeco
(614) 366-1351

Cincinnati Technical College
Jim Marcotte
(513) 559-1920

Clark State Community College
Katherine Kalinos
(513) 325-0691

Clermont General and Technical College
Roger J. Barry
(513) 732-2990

Columbus State Community College
Carlene Alexander
(614) 227-2596

Cuyahoga Community College-Career Resources Institute
Allie Dunham
(216) 292-2220

Cuyahoga Community College-Eastern
Dave Humphreys
(216) 292-2000

Cuyahoga Community College-Metro
Nancy Roberts-Harrington
(216) 348-4033

Cuyahoga Community College-Western
Arthur D. Pales
(216) 845-4000

Edison State Community College
Mary Harris
(513) 778-8600

Hocking Technical College
Barbara Berry
(614) 753-3591

Jefferson Technical College
Mary Beth Ruthen
(614) 264-5591

Kent State University-Ashtabula
Claudia Greenwood
(216) 964-3322

Kent State University-East Liverpool
Darwin Smith
(216) 385-3805

Kent State University-Geauga
Larry Jones
(216) 285-2219

Kent State University-Salem
James Cooney
(216) 332-0361

Kent State University-Stark
Patricia Murphy
(216) 499-9600

Kent State University-Trumbull
Bill Ostrowski
(216) 847-0571

Kent State University-Tuscarawas
Agnes Swigert
(216) 339-3391

Lakeland Community College
Carlen Tackett
(216) 953-7118

Lima Technical C ge
Alan Lange
(419) 222-TEC

Lorain County C nunity College
Marilyn Vale
(216) 365-4191

Marion Technica lege
Nancy Gibson
(614) 389-4636

Miami Universit milton
Robert Baer
(513) 863-8833

Miami Universit ddletown
Rob Spechert
(513) 424-4444

Muskingum Area hnical College
Charlie White
(614) 454-2501

North Central Te al College
Dan Richards
(419) 755-4814

Northwest Techn College
James Nagel
(419) 267-5511

Ohio State Unive y-Lima
Alan Lange
(419) 222-TECH

Ohio State University-Mansfield
Charles Bird
(419) 755-4011

Ohio State University-Marion
Francis Hazard
(614) 389-2361

Ohio State University-Newark
Robert Klingensmith
(614) 366-3321

Ohio University-Belmont
Richard G. McMann
(614) 695-1720

Ohio University-Chillicothe
J. Steven Phillips
(614) 775-9500

Ohio University-Ironton
Dr. Cunningham
(614) 533-4600

Ohio University-Lancaster
Edward Sarno
(614) 654-6711

Ohio University-Zanesville
David Mikel
(614) 453-0762

Owens Technical College
Kathy Brubaker
(419) 423-6827

Raymond Walters General Technical
Judy Baughin
(513) 745-4245

Rio Grande College and Community College
Betty Zavada
(614) 245-5353

Sinclair Community College
Benjamin McKeever
(513) 226-2500

Southern State Community College
John Porter
(513) 695-0700

Stark Technical College
Thomas Lukach
(216) 494-6170

Terra Technical College
Kenneth Hahn
(419) 334-3886

University of Akron
Jack Mercer
(216) 375-7220

University of Cincinnati University College
R. William Viltner
(513) 475-4062

University of Toledo Community and Technical College
Judy Hannehen
(419) 537-3126

Washington Technical College
Ann Tiber
(614) 374-8716

Wayne General and Technical College
Robert McElwee
(216) 683-2010

Wright State University-Lake Campus
Arthur Mellitierno
(419) 586-2365

Youngstown State University
James A. Conser
(216) 742-3312

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

Vol. XIV No. 2 Spring 1989

THIS ISSUE:
COMMENT
Association Developments and Plans

TEXT
Focus: Terra Technical College, A "Go Getting" Institution

Reducing the Fear of Technical Writing

Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College

Unsatisfactory Academic Progress: A Key Factor in Guaranteed Student Loan Defaults

PLUS ONE
Determinants of Self-Handicapping: Task Importance and the Effects of Preexisting Handicaps on Self-Generated Handicaps

PRACTICUM
A Progress Report on a Technical Communication Curriculum

FORUM
Issue: Does the Two-Year College Have a Responsibility to International Education?

The Two-Year College Does Have Responsibility

International Education in the Community College

Yes, a Two-Year College has a Responsiblity to International Education

REACTION
Reaction to "The Fourth 'R'"

Dr. James D. Fullen, Editor
Ohio Association of Two-Year Colleges
Central Ohio Technical College
University Drive
Newark, OH 43055, (614) 366-1351

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 52
NEWARK, OHIO

OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

THIS ISSUE:

COMMENT

Association Developments and Plans

TEXT

Focus: Terra Technical College, A "Go Getting" Institution

Reducing the Fear of Technical Writing

Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College

Unsatisfactory Academic Progress: A Key Factor in Guaranteed Student Loan Defaults

PLUS ONE

Determinants of Self-Handicapping: Task Importance and the Effects of Preexisting Handicaps on Self-Generated Handicaps

PRACTICUM

A Progress Report on a Technical Communication Curriculum

FORUM

Issue: Does the Two-Year College Have a Responsibility to International Education?

The Two-Year College Does Have Responsibility

International Education in the Community College

Yes, a Two-Year College has a Responsibility to International Education

REACTION

Reaction to "The Fourth `R'"

OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of $1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state-assisted, two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes.

- To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

Institutional Members

Belmont Technical College
Mr. Steve Maradian, President
Bowling Green State University, Fireland Campus
Dr. William R. McGraw, Dean
Central Ohio Technical College
Dr. Julius S. Greenstein, President
Clark State Community College
Dr. Albert A. Salerno, President
Columbus State Community College
Dr. Harold M. Nestor, President
Cuyahoga Community College
Dr. Nolen M. Ellison, President
Hocking Technical College
Dr. John J. Light, President
Jefferson County Technical College
Dr. Edward L. Florak, President
Kent State University, Ashtabula Campus
Dr. John K. Mahan, Dean
Kent State University, Stark County Campus
Dr. William Bittle, Dean
Lima Technical College
Dr. James S. Biddle, President
Lorain County Community College
Dr. Roy L. Church, President
Miami University, Middletown Branch
Dr. Michael Governanti, Exec. Director
Michael J. Owens Technical College
Dr. Daniel H. Brown, President
Muskingum Area Technical College
Dr. Lynn Willett, President
Northwest Technical College
Dr. James O. Miller, President
Ohio State University, Agricultural Technical Institute
Dr. Dan D. Garrison, Director
Ohio University Belmont Campus
Dr. James W. Newton, Dean
Ohio University, Chillicothe Branch
Dr. Delbert Meyer, Dean
Ohio University, Zanesville Campus
Dr. Craig D. Laubenthal, Dean
Sinclair Community College
Dr. David H. Ponitz, President
Southern State Community College
Dr. Lewis C. Miller, President
Stark Technical College
Dr. John J. McGrath, President
Terra Technical College
Mr. Richard M. Simon, President
University of Akron, Community and Technical College
Dr. James P. Long, Dean
University of Cincinnati Clermont General & Technical College
Mr. Roger V. Barry, Dean
University of Cincinnati, University College
Dr. Joseph A. Steter, President
University of Toledo, Community and Technical College
Dr. James McConaf, President
Washington Technical College
Dr. Carson K. Miller, President

BEST COPY AVAILABLE

JOURNAL
OF THE
Ohio Association of Two-Year Colleges
(Affiliate of the American Association of Community and Junior Colleges)

VOL. XIV NO. 2 SPRING 1989

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the *Journal* are available at $3 each. a yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

The Ohio Association of Two-Year Colleges
c/o Russell K. Davis, III
University of Akron Community and Technical College
304 East Buchtel Avenue
Akron, OH 44325

Journal Officers
Dr. James Fullen, Editor, Central Ohio Technical College
Ms. Linda Houston, Assistant Editor, Agricultural Technical Institute, Ohio State University

Editorial Board
Ms. Anna P. Barnum, University of Akron Community and Technical College
Dr. Judy Hanneken, Community and Technical College, University of Toledo
Dr. David Humphreys, Cuyahoga Community College, Eastern Campus
Dr. Lloyd Monnin, Emeritus, Clark Technical College
Mr. Jack Tabor, Columbus State Community College

Readers
Mr. Gordon Brooks, Columbus State Community College
Mr. Jack Metcalf, Central Ohio Technical College
Mr. Carlos Tackett, Lakeland Community College

OATYC Journal, Fall 1989
Table of Contents

COMMENT

Association Developments and Plans,
Kathleen Brubaker, Michael J. Owens Technical College 3

TEXT

FOCUS: *Terra Technical College, A "Go Getting" Institution,*
Christine L. Michael, Terra Technical College 6

Reducing the Fear of Technical Writing
Rita Bova, Columbus State Community College 10

Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College,
Darius Rastomji and Elizabeth A. Laviviere, University of Akron 13

Unsatisfactory Academic Progress: A Key Factor in Guaranteed Student Loan Defaults
Charles Rubin, Jr., Cuyahoga Community College, Eastern Campus 17

PLUS ONE

Determinants of Self-Handicapping: Task Importance and the Effects of Preexisting Handicaps on Self-Generated Handicaps,
James A. Shepperd, College of the Holy Cross and
Robert M. Arkin, Ohio State University 20

PRACTICUM

A Progress Report on a Technical Communication Curriculum
Marc Green, Cincinnati Technical College 28

FORUM

ISSUE: *Does the Two-Year College Have a Responsibility to International Education?*
The Two-Year College Does Have Responsibility
Ruth H. Zollinger, Lakeland Community College 33
International Education in the Community College
Emin Turker, Lakeland Community College 34
Yes, a Two-Year College Has a Responsiblity to International Education,
Gail Miller, Agricultural Technical Institute 35

REACTION

Reaction to "The Fourth 'R'"
Thomas Preisser, Sinclair Community College 37

COMMENT

Association Developments and Plans

Kathleen Brubaker

With the publication of the Spring, 1989 issue of the *Journal*, I am pleased to report on the growth and vitality of the OATYC. Thirty-four two-year colleges and campuses in Ohio have become Institutional Members, providing the Association with a meaningful network and financial base.

Equally important is the increasingly significant role campus liaisons are serving as communication links between the Board of Directors and general membership. The Board is grateful for the dedication and hard work of these individuals, who are truly the lifeline of the organization.

The coming year promises to be full of challenge and opportunities for professional development. On behalf of the Board, I invite you to attend the annual Fall Conference November 3 and 4, 1989, at Columbus State Community College. The theme "Access to Success: The Challenge to Two-Year Colleges," will generate program sessions relating to assessment, developmental education, literacy, articulation, minority access and placement. The conference finale will again be a panel of two-year college presidents discussing issues and challenges facing our institutions.

The OATYC is a dynamic organization because of **YOU!** If you are interested in becoming more involved, there are numerous ways you can participate ranging from an elected position on the Board of Directors to a conference presenter. Contact your campus liaison for more information.

Kathleen Brubaker
OATYC Executive Director
Owens Technical College,
Findlay Campus
Findlay, Ohio 45840

BEST COPY AVAILABLE

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 1/2 by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is September 15, 1989.

JOIN OATYC

OATYC Application for Membership

☐ I am enclosing $15 for regular membership dues for 1988-89.
☐ New Member
☐ Membership Renewal

College Address _____

Name _____
Please Print

Title/Speciality _____

Two-Year Campus _____

City _____ State _____ Zip _____

C/O Russell Davis, University of Akron Community and Technical College, Shank 152 B, Akron OH 44235.

54

BEST COPY AVAILABLE

Professional Liability Protection Plan for Educators

Offered to Employees of OATYC/ AACJC Member Colleges

OATYC/
AACJC

The Educators Professional Liability Plan covers the acts or omissions of the enrollee and protects the enrollee for the acts of anyone under his or her supervision. This Plan also assists the enrollee to protect his or her job.

1. Your choice of $500,000 or $1,000,000 in protection. Defense costs are paid in addition to this amount.
   This amount is for all claims during the Plan year. If you supervise other employees and are sued by one of them, the Plan provides 90%, or $2,500, whichever is less, for defense costs ($100 deductible to be paid by you). The maximum $500,000 or $1,000,000 amount still applies to damages.
2. The Plan provides protection against claims under the following provisions:
   - The occurrences take place on or after the effective date of the policy.
   - The claim, or written notification of circumstances which could reasonably give rise to a claim, is first made by or against the insured during the agreement period or within 60 days after expiration or termination of the agreement.
3. The Plan will pay up to $50 for your initial consultation with an attorney and it will pay up to $250 of the cost of having an attorney represent you at a formal hearing of a school board or other authority if you are threatened with termination, reassignment or demotion. You will also receive up to $250 for legal fees, subject to a $100 deductible, if you decide to sue.

NOTE: Members whose primary employment is with an educational organization may cover part-time educational jobs (consultant, tutor, teacher) by paying an additional $40 for the $500,000 benefit or $70 for the $1,000,000 benefit.

PROFESSIONAL LIABILITY PLAN ENROLLMENT FORM

A Special Membership Services Plan of Ohio Association of Two-Year Colleges, American Association of Community and Junior Colleges

Name _____
Institution _____
Address _____
City _____
State _____ ZIP _____
Birth Date _____ Social Security No. _____

Regular Coverage – $500,000/$500,000 Coverage @ $40 per year ☐
Including part-time private consultants $500,000/$500,000 Coverage @ $80 per year ☐
Regular Coverage – $1,000,000/ $1,000,000 Coverage @ $70 per year ☐
Including part-time private consultants $1,000,000/$1,000,000 Coverage @ $140 per year ☐

Date _____ Signature _____

Coverage becomes effective the first of the month following receipt of enrollment form and payment in full mailed to office designated on the back of this form. Please do not mail this form if you are currently insured by this plan; you will automatically receive a renewal notice. Coverage extends for a full 12 months. Send your enrollment form and check payable to: Forrest T. Jones and Company, Inc., P.O. Box 418131, 3130 Broadway, Kansas City, MO 64141-9131.

55

TEXT

FOCUS: Terra Technical College, A "Go-Getting" Institution

Christine L. Michael

Each issue takes you on a visit to an Ohio two-year college campus. This issue visits Terra Technical College in Fremont--an institution, creatively planning innovative programs for the 21st Century. Christine L. Michael leads us.

Terra, founded in 1968, first offered four courses held during evening hours in borrowed facilities. Today, Terra's buildings house fully-equipped modern labs and classrooms covering two campuses at Fremont. The College serves over 4,000 students through 25 technical programs and 18 certificate programs offered during day, evening, and weekend classes.

"As a two-year technical college, Terra makes a positive contribution to the skills education and training of residents in our immediate geographic area," states Dr. Richard M. Simon, president. In 1989, Terra begins its third decade of providing quality educational opportunities to area citizens. More than 40,000 people have taken one or more courses at Terra and over 3,800 graduates are currently in the workforce. "Through Terra, these people have realized some of their dreams for a better life, because they are now successful in their jobs and in their communities," said Dr. Simon. "We offer the education they need for good jobs today and we are preparing the way to offer them the advanced education they'll need tomorrow, next year, and as long as technology continues to evolve."

Continually researching and planning better methods to serve its students, Terra has established an impressive number of state-firsts for numerous educational programs and support services. The College is the only two-year institution in Ohio which offers a Nuclear Power Technology and was the first to offer the Police Academy in conjunction with the Law Enforcement Technology as approved by the Ohio Police Officers Training Council. McGraw-Hill chose to work with Terra in developing the individualized instruction for shorthand and typing now used by other educational institutions. Terra has recognized the importance computers play today and in the future of its students and has therefore incorporated computer literacy across the curriculum. In an innovative communications lab, students utilize computers to develop writing and composition skills. These skills are then used for report writing in other technologies. When industry introduced robotics and work cells, Terra responded with the flexible manufacturing lab and automated technologies. This new technology represents a method of manufacturing based on computer planning, operation, and control. The concept utilizes many existing engineering technologies--robotics, computer-aided-design, electronics, industrial electricity, mechanical engineering, and quality control.

In response to the changing employment training needs of business and industry, Terra will be offering new instructional programs for its students. The Society of Plastics Engineers' Color and Appearance Division chose to establish

Coeducational classes are held in modern, fully equipped labs and classrooms on two campuses.

Terra is the only two-year college in Ohio to offer a Nuclear Power Technology. Students apply theory to operate the lab simulator.

Student rapport develops in the classroom and lab and is enhanced by student activities.

BEST COPY AVAILABLE

the nation's color matching major at Terra. Color matching is a precise function in the plastics industry. Graduates of the new color matching technology will be in demand throughout the U.S. The Society of Plastics Engineers is also supporting Terra's new color matching major with $10,000 in scholarships. Other new technologies which have been given Ohio Board of Regents (OBR) preliminary approval include a marina operations technology and majors in international management, financial management, and hospitality management.

In addition to providing instruction on campus, Terra brings education to the communities it serves. The College has always provided specialized training to business and industry and is now offering a variety of classes in communities throughout its service distribution area. In 1988, Terra offered 48 unique programs to 14 of its largest employers within the geographic service area.

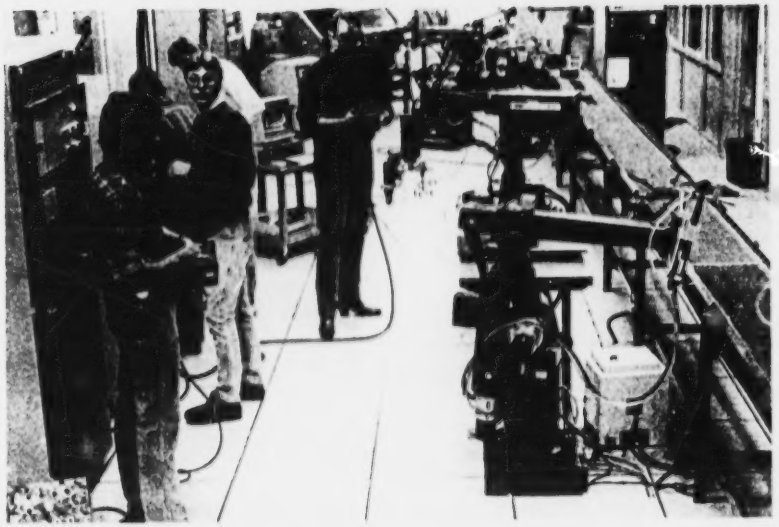
Terra's strong partnership with business and industry is a vital, beneficial, reciprocating relationship. Excellent examples of this partnership include Toledo Edison's Davis Besse Nuclear Power Facility, the Clyde Division of Whirlpool Corporation, Ford Plastics of Sandusky, and General Motors New Departure Hyatt in Sandusky. Another example of this unique partnership are classes being

Students must understand concepts of hydraulic and pneumatics in mechanical engineering.

Silhouetted against the College seal, students can relax or study between classes in the Student Services /General Technologies Building.

taught in the AVTech Building at Fostoria, courtesy of the Atlas Crankshaft Company. Terra has provided on-site instruction for the company's employees for several years. When the company purchased an unused school building and turned it into a training center, they asked the College to offer credit classes to the public as well as Atlas employees.

These partnerships are important to all involved. Terra provides the special employee training needs of these companies. In turn, the companies provide important assistance to the College by serving on program advisory committees,



Students combine engineering with robotics and computers in the Automated Technologies Laboratory.

reviewing curriculum, helping to provide necessary equipment, hiring graduates, and providing a pool of adjunct faculty.

Terra hosts many workshops, seminars, and conferences for business and industry, government agencies, and professionals. Recently the College sponsored the Ohio Agricultural Procurement Trade Event, the first held in the state to develop federal and state government contracts. The event was held in conjunction with the Ohio Department of Development and the Ohio Department of Agriculture. It successfully brought buyers of agricultural goods and services together with the sellers at a local level.

Terra's Center for Small Business Development and Technology Transfer is part of a state-wide network, including the Ohio Department of Development and the OBR's Enterprise Ohio Program, where public two-year colleges provide job training and retraining services to business and industry. (EnterpriseOhio is a national leader, ranked number one by the American Association of Community and Junior Colleges.) Through the Center, Terra offers customized technical training programs, training in workplace basics, contractual services, Ohio Training Exchange, Ohio Technology Transfer Organization, Train-the-Trainer Program, the Ohio Network for Informational Exchange, and the Ohio Procurement Technical Assistance Program.

Classes in math, engineering, business, and communications are available. Plans to expand the College's offerings are targeted for Fall Quarter 1989.

The low faculty-student ratio is important. By keeping the class numbers small, the College guarantees greater individual attention. Faculty involvement does not end in the classrooms and labs, because students are welcome in faculty offices. Faculty-student discussions also continue in the lounges and in the

TerraVue College Restaurant, a popular meeting place. Terra nurtures this involvement and actively seeks opportunities to improve it. Terra's faculty, staff, administration and students are all actively involved in the community, serving with area chambers of commerce, economic development committees, service organizations, school boards, and health departments.

The College seeks qualified faculty and then provides professional development opportunities to continue training. Terra received an OBR Productivity Improvement Challenge Grant to establish its Faculty Externship Program. This innovative program permits faculty to work during the summer within their teaching field for business and industry. Reimbursed by the College, participating business and industry will benefit from the faculty externs' expertise. Faculty return to the classroom with on-site business and industry experiences and an updated view to share with their students.

Terra has developed an advanced placement program with a number of joint vocational school districts. To date, the College has agreements with Vanguard-Sentinel, Penta, EHOVE, Tri-Rivers, and Delaware joint vocational school districts. Other agreements are being developed. In addition, Terra is working with the Fremont Public Schools on a Technical-Preparatory Associate Degree Program. Known as the Tech-Prep Program, it introduces the concept of applied math, science, and communications to secondary education students. High school students completing the Tech-Prep Program are better prepared when they begin their technology program at the College. These two articulation ventures are designed to ensure that Ohio's future workforce is trained and prepared to meet the demands of world-wide competition.

Terra Technical College is characterized by students, community leaders, and legislators as a "go-getting" institution, creatively planning innovative programs for the 21st century.

Christine L. Michael
Publications and Communications
Terra Technical College
Fremont, OH 43420

Reducing the Fear of Technical Writing

Rita Bova

One student, a skilled engineer, cringes when given a writing assignment. He has avoided writing courses all through college and deliberately picked a profession where he thinks a demand for writing would be at a minimum. Unfortunately, his fear is self-fulfilling because the longer he waits, the more threatening the task becomes. He dreads writing on the job and fears that he will be limited in his promotions because of it.

Another student, a medical professional, has good writing skills, but she is a perfectionist. She feels her writing must be absolutely correct, and she delays every writing project in her fear of making a mistake. She finally tackles her assignment after reading every possible book on the subject. In doing so, she rushes through the final to make her deadline and turns in what she considers to be inferior work because of it. Both of these students illustrate some of the destructive behaviors of writers and thus fit the description of anxious writers as

defined by researchers such as Daly, Bloom, and Raisman (L. Shilling, *The Effects of Guided Imagery Exercises Versus Writing and Editing Exercises on Writing Anxiety and Self-Perception of Writing Ability*, 1983).

Fear of writing paralyzes many technically talented individuals today--so much so that they are often prematurely stopped from advancing in the bureaucratic ranks of a sophisticated business. To keep pace in a competitive and technical market place, technical students must be able to conceptualize and communicate both orally and verbally, but fear of public communication ranks high as a recognized public fear in the United States. The fear of writing is especially acute in the competitive technical students of the 1980's (S. A. Halladay, *Writing Anxiety: What Research Tells Us*, 1981).

Teacher-Centered Writing Is Restrictive

Technical students view writing as authoritative and teacher-centered--so much that it paralyzes them from developing both confidence and skill in their writing styles. Daly, in fact, found that the two most significant factors in successful learning of writing are positive student attitudes and motivation. For many nervous students, both of these factors are missing. For advanced and technical students, fear of writing is often masked by platitudes, stereotyping, wordiness and jargon. Fear of writing can often increase as students progress in their academic program, forcing some to avoid writing at all costs (J. A. Daly, "Writing Apprehension and Writing Competency," 1978).

Although researchers have investigated the fear of writing in beginning students, less work has been devoted to the more advanced and technical students who may soon face the demands to write in a more competitive situation. These students often have a lower need for mechanical correctness but have composing difficulties, nonetheless. As Maxine Hairston noted in *Working with Advanced Writers*, "These writers often demonstrate wordiness, abstract and passive styles. . .and a final product which is apt to be wordy, dull, sometimes superficial, but mechanically correct writing. . . They reveal no sense of audience, no sense of purpose except to fill a requirement and they have no persona or voice. Their writing reveals nothing of themselves" (M. Hairston, *Working With Advanced Writers*, 1984).

Daly, too, had identified these fearful students as choosing to write in a particular, non-threatening style. Daly found that these students chose "neutral and flat words, shorter essays, and qualified their writing less."

Technical Writing Instruction Reduces Writing Anxiety

The large amount of research done on the fear of writing, more or less, confirms the experiences of other investigators of the phenomenon. Even so, in technical writing, teachers may find real hope in both the course materials and new directions that technical writing is taking.

Neal Raisman of the Maine Maritime Academy has found that "Instruction in technical writing lowers student anxiety 200% while increasing student receptivity to learning composition. Reasons for this appear to lie in cultural, vocational, psychological and neurological sources." Raisman discovered several factors contributed to the success of technical writing instruction in reducing writing anxiety:

1. **Cultural bias** (Technical Writing is more goal oriented and has a direct, clear, sequential presentation of information.)

2. **Novelty factor** (It is a "different" English class than those previously taken.)
3. **Hemispheric predisposition to technical writing** (by far the most important factor): "Technical writing is a logical, sequential, denotative use of language, so it more closely matches the way the dominant left hemisphere processes language . . . thus left hemispheric-technical style would, therefore, generate less tension and anxiety than would a literary essay approach to instruction and learning" (N. Raisman, "Technical Writing Reduces Writing Anxiety: Results of a Two-Year Study," 1984).

Using Constructive Pedagogical Methods

Technical writing teachers have a range of teaching methods and materials to choose from in helping technical students to reduce their fear of writing. Using problem-solving procedures and process analysis can help students with writing blocks. Often a student is frightened of writing because he/she has no idea of its process. As Cope explains, "Anxiety is sometimes caused by the ignorance of the process of writing" (J. A. Cope, *Writing Apprehension*, 1978). In technical writing, the basic processes of learning a lean writing style and researching for technical material can often free students of the fear of where to begin. Task oriented assignments also liberate many students from their tension about writing. Technical writing is "relevant," and this strength is a real advantage to its teachers.

Other methods for writing anxiety are workshops designed around teaching a particular skill or attitude during that time. Lynn Bloom of the College of William and Mary has been successful in using the workshop method. Dr. Bloom requires that all participants in her five-week workshop write daily as in the Macrorie sense of "free writing." Daily records of writing attitudes are also developmental. These records are shared with the group, using group support as a way to eliminate the fear of writing and the avoidance of the task of writing (L. F. Bloom, *The Composing Processes of Anxious and Non-Anxious Writers: A Naturalistic Study*, 1980).

For technical writing students, learning to organize material is an important step in feeling confident and writing reports. Methods for teaching organization mainly direct students to resist the avoidance of writing and to jot down ideas quickly and briefly. Helping students narrow ideas, using their often very advanced technical knowledge, also helps them get started. Neal Raisman also recommends using a strong grammar review and the learning of well-formed sentences as part of learning to write technically. All of these skills and procedures can be taught in a very focused workshop-type class meeting. Using workshops helps to combine with the students' practical and sequential learning style, thus aiding them in learning to write confidently.

Another helpful teaching technique is the use of positive imaging used by Lilless Shilling at the Ohio State University. The imagery techniques such as "Your Ideal Writing Environment" and "Climbing Your Mountain" work to ease the students' fear of writing and reinforce their writing abilities. Positive imaging encourages students to act on writing as an attainable goal and challenges them to think creatively (Shilling).

Renaissance Student of the 21st Century

Finally, for the practical student of the 1980's, taking a "real world" course such as technical writing holds great promise both in techniques and results. Teachers of technical writing students may wish to remember that their main purpose is to help students write clearly, concisely, and confidently. Expecting students to succeed and helping them to be independent are our real goals. Using process in technical writing rather than emphasizing the "product"; concentrating on individual method rather than results; and showing "how" to do rather than "what" to do are the ways we can accomplish this mission. As one employer pointed out to me, "a student who is both technically and intellectually trained is the Renaissance person of the 21st century."

Rita Bova
Technical Writing Instructor
Columbus State Community College
Columbus, OH 43215

Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College

Darius Rastomji and Elizabeth A. Laviviere

As a man is revealed by his philosophy of life, so a social institution is revealed by its objectives. If a community college is to be revealed to and understood by the public and its educational counterparts, then it must define its objectives clearly (C. R. Monroe, *Profile of the Community*, 1976). These objectives become the directions by which the community college will develop as well as a tool to measure its relevance.

Curriculum Issues

Recurrent education will play a significant role in the future of the two-year college. People must constantly upgrade their skills to keep pace with technology. Focusing on curriculum issues, student attrition and retention, and marketing strategies provides the community college with an economically and educationally sound future.

Marvin J. Cetron states:

> One thing is sure about tomorrow's job markets: shifts will occur in employment patterns. These changes are going to affect the work force of the future and are going to precipitate changes in the educational and training of both potential and existing workers.
>
> Not only will types of jobs change, but so will the definition of full employment. Currently a 4.5% unemployment rate is considered full employment. By the year 1990, 8.5% unemployment will be considered full employment.....Forecasts estimate that every 4 or 5 years one or the other of the spouses or partner will leave the ranks of the employed to receive additional knowledge and skills demanded by the changes in technology and the workplace (*World of Work*, 1983).

Upgrading and updating the curriculum to provide for the needs of the labor force within the community will require focusing on the following factors:

- providing opportunities to share curriculum ideas with other community colleges within the state
- encouraging faculty to upgrade and update programs, by surveying local businesses, in order to keep current with the requirements of the business community
- communicating regularly with the College Placement Bureau
- encouraging travel opportunities to attend conferences and workshops pertinent to curriculum updates
- developing an advisory committee of local business employers to keep faculty abreast of business needs
- applying for productivity grants to finance high-tech training and workshops
- keeping informed of technological changes by reading current periodicals and joining professional organizations
- providing in-house training seminars on new high-tech equipment for business employees (and/or faculty)
- adding more internships/externships to the curriculum in place of simulated experience
- continuing to articulate with the high schools in the community and outlying areas in order to accommodate potential incoming students
- continuing to articulate with the colleges and universities in the community and outlying areas in order to accommodate potential transfer students
- providing curriculum which prepares professionally competent individuals, as evidenced by students and alumni interviewed
- providing one-year certificate programs where applicable
- providing courses useful for students in other majors (i.e. service courses, electives)
- designing curriculum to provide students technical training with sufficient breadth to prepare for a variety of related occupations
- providing opportunities for student feedback in relation to course curriculum
- developing customized training programs for industry with state-of-the-art instruction and technology transfer
- encouraging present faculty to be cross-trained in areas of their usual expertise and in new high-tech areas
- establishing a systematic program evaluation procedure

Student Attrition and Retention

Retaining students in the two-year college must incorporate the use of retention management to avoid waste in educational resources and personal potential. In order to ensure program relevance, students should be treated as consumers. Community Colleges will need to focus on the following factors when dealing with student attrition and retention:

- providing tutoring and counseling opportunities to students with problems in order to lower attrition rates
- providing educational counseling to unemployed and displaced workers
- providing rigorous and competitive standards for students which attract exceptional students as well as focusing on the non-traditional student, minorities, and women

- developing a good composition of student population–geographically and socio-economically
- developing a good student/faculty ratio depending on the nature and type of course
- developing a student retention committee, involving faculty to help level off enrollment decreases
- reviewing and studying the attrition rate in courses where "dropout" is prevalent; seek reasons for attrition (i.e. poor screening or counseling), and apply remedial measures
- working with the Admissions Office, the Division of Institutional Advancement, and others to implement programs for retention
- enrolling students in individual courses that might meet their individual needs, rather than in degree programs
- attracting minority faculty to serve as role models for students and prospective students
- analyzing program enrollments and using the results of this analysis to develop alternatives for dealing with low enrollment programs
- developing an orientation course for non-traditional and minority students
- scheduling advising opportunities between faculty and students to help keep students informed of program requirements
- developing individualized computer-assisted programs to encourage and reinforce the slow learner to work at his/her own pace
- identifying the student's priority needs through an early diagnosis in order to develop support services
- warning all students with a deficiency in courses to consult an academic advisor to discuss the ramifications of their academic performance
- suggesting to students on probationary status an immediate reduction in course load hours and other alternatives to prevent future grade deterioration
- developing tactful and persuasive reports for the student so as to encourage each student to take specific steps designed to improve the chances of graduating
- providing faculty and advisor sessions for motivating students in the classroom
- providing faculty and advisor sessions on dealing with succeeding with the academically underprepared
- developing a campus-wide communication that boosts retention and bolsters institutional growth

Marketing Strategies

Since marketing is an integral part of promoting and publicizing the community college and its programs, the community college will need to focus on the following factors:

- working with employers, the chamber of commerce, and other community groups to help retain a good public image
- encouraging tours of the college for prospective students, parents, educators, and guidance counselors.
- providing open house (promotion fairs) for prospective students and parents, educators, counselors, and members of the community
- maintaining a close liaison with members of the community through internships, externships, co-ops, field trips, guest speakers, etc.

- developing a strategic planning committee for the sole interests of marketing the college and its programs
- publicizing examples of internal and external recognition of faculty and students (i.e. monthly news brochures)
- publicizing excellence of instruction as evidenced by good grades of students, number of students on the Dean's List, retention rates, and progress of alumni
- encouraging student involvement in local and statewide student group competitions
- developing a systematic follow up of students in order to effectively market programs for the future
- developing an audio-visual marketing campaign for use in promoting programs within the college
- applying for funding to be used for the sole purpose of hiring marketing consultants to tap resources in the community not previously encountered
- developing on-site training programs that sell college customized education and training to employers
- offering appropriate educational and professional services to the public through continuing education and outreach philosophies
- encouraging partnerships between prospective business clientele and faculty in areas of research and development
- applying for program excellence grants
- sharing resources with other colleges in order to generate and act upon new ideas for marketing and promotion
- working with new high schools to establish articulation arrangements and partnership programs
- providing consulting services to assist business, industry, government, and health agencies in solving specific problems
- encouraging faculty to visit high schools and various student group organizations to promote programs
- encouraging volunteer public service (i.e. fund raising) activities by faculty members
- working with other college departments on campus to increase external funding to the college and to promote publicity to the college
- developing a cadre of retired executives for future reference in developing marketing strategies, business contacts, and business expertise

Conclusion

Our educational system has undergone dramatic changes in recent years. Some of these changes can be attributed to changing technology and economic pressures. If the two year college is to be sound and viable, we need to make sure that the listed objectives within the different areas are addressed. This does not mean that these objectives have not been addressed in the past; however, some of these might have escaped the attention of administrators and faculty.

The changing nature of technology is one of the major reasons why the decision-making process is now highly complicated. Many institutions might find that technology and equipment alone are not complete answers to curriculum, retention, and marketing issues.

Darius Rastomji
Assistant Professor
Computer Programming
University of Akron Community Technical College
Akron, OH 44325

Elizabeth Ann Laviviere
Assistant Professor
Office Administration
University of Akron Community and and Technical College
Akron, OH 44325

BEST COPY AVAILABLE

Unsatisfactory Academic Progress: A Key Factor in Guaranteed Student Loan Defaults

Charles Rubin, Jr.

Introduction

Federal student loan default rates continue to receive national publicity and Congressional attention as one of the key student financial assistance issues of the time. The Fall, 1988 issue of the *OATYC Journal* carried the article, "The Individualized Educational Plan: A Prerequisite For the Individualized Educational Financing Plan," in which this author advocated individualized educational planning as a means for improved student retention and academic success, as well as a prerequisite for individualized and effective student financial aid packaging. In view of current Congressional deliberations on student loan default rates, and with particular attention to recently proposed Department of Education regulations that would govern the federal Guaranteed Student Loan (GSL), a review of former Cuyahoga Community College students who have defaulted on their GSL loans seemed warranted.

The purpose of this review was to determine if there is a connection between a student's propensity to default and the student's level of academic success while attending college. While the link between loan defaults and low academic achievement might seem obvious, the results of the review not only confirmed a relationship between these two factors, but did so with alarming consistency.

Review of Former Students Now in Default

A. The Sample:

From a listing of former students who were in default status as of the end of the Fall 1987 academic term, individual former students were randomly selected. This random selection produced a sample of eighty eight (88) former students.

B. The Questions Posed:

To gain some insight as to whether and to what extent the defaulting former students demonstrated or experienced unsatisfactory academic progress while in attendance, the following questions were posed:

Did the defaulting student graduate?

What was the defaulting student's cumulative grade point average as of the end of the last term of enrollment?

Was the defaulting student in the first or second year of study as of the end of the last term of enrollment?

C. Key Findings:

The academic transcripts and financial aid records of the eighty eight (88) former students who comprised the sample population revealed the following:

- 77% of the sample population (68 of the 88 students selected) did not complete their course of study. They did not graduate.

- 56% of those who did not graduate (38 of the 68 non-graduates) had a

cumulative grade point average of less than 2.0 as of the last term of enrollment. This group of former students with a grade point average below 2.0 represented 43% of the sample population.

- 38% of those who did not graduate (26 of the 68 non-graduates) were either academically dismissed or on academic probation as of the last term of enrollment. This group of academically dismissed or probationary former students represented 30% of the sample population.

- 57% of those who did not graduate (39 of the 68 non-graduates) were classified as first year students, since they had earned forty-five (45) or fewer credits hours.

- 43% of these who did not graduate (29 of the 68 non-graduates) were classified as second year students, since they had earned more than forty-five (45) credit hours.

Comments

While this was not an exhaustive research study, and attention was mainly focused on the non-graduates in the sample, the findings do indicate a direct relationship between a student's failure to complete the course of study and the propensity to default on a GSL after leaving college. While in attendance, unsatisfactory academic performance is obviously a primary factor in the failure to complete the chosen course of study. Therefore, and from a student service perspective, it is imperative that students, through timely and effective orientation, assessment, career advising, individualized academic planning and individualized financial aid packaging be put into the best possible position to achieve academic success.

In the Department of Education's "Dear Colleague" letter of February 23, 1988, and in its Notice of Proposed Rulemaking (**Federal Register, Vol. 53, No. 180,** Friday, September 16, 1988) suggested actions that institutions can take to reduce the potential for GSL defaults were provided. Among the suggested actions were the following:

- Revise admission policies to ensure that students admitted to particular programs, especially those students admitted under "ability to benefit" criteria or in need of substantial remedial work, have a reasonable expectation of succeeding in their programs of study.

- Improve the availability and effectiveness of academic counseling and other support services to decrease withdrawal rates, particularly with respect to academically high-risk students.

- Ensure that students make informed decisions in selecting a program of study or training.

- Implement an aggressive job placement program for graduates and other former students who will be required to repay loans borrowed for attendance at that institution.

These suggestions clearly link default prevention to student retention and academic success. Generally, the student/borrower will be in a better position to repay the loan if the chosen program of study is successfully completed and the student has the training to obtain the employment necessary for loan repayment.

Summary

The GSL Program presents higher education institutions with a dilemma. As an entitlement program, the institution cannot refuse to certify an eligible student's GSL application to the lender. In addition, the GSL is often a necessary component of the student's financial aid package. On the other hand, the institution has no loan collection or due diligence responsibilities relative to GSL borrowers after the student is no longer enrolled. The former student must notify the lender when graduation, withdrawal from school, or less than half-time enrollment status occurs. When the former student defaults, the institution can only assist the lender in following up with the former student by sharing whatever pertinent information it may have.

This situation causes the institution to rely on "front-end" loan counseling, effective financial aid packaging, and timely academic and career advising as default prevention measures. Not surprisingly, and as previously advocated, these same measures promote student retention and academic success.

Charles Rubin, Jr.
District Director
Student Financial Aid & Career Services
Cuyahoga Community College
Cleveland, Ohio 44115

PLUS ONE:

Determinants of Self-Handicapping: Task Importance and the Effects of Preexisting Handicaps on Self-Generated Handicaps

James A. Shepperd

Robert M. Arkin

In an effort to uncover some of the determinants of self-handicapping, male and female introductory psychology students chose to listen to either facilitating or interfering music prior to taking a test described either as a valid or an invalid predictor of academic success. In addition, half of the subjects were led to believe that a preexisting distracter, or handicap, was already present in the environment whereas the remainder were not. Results revealed that self-handicapping occurred in anticipation of an important task, but only when there was no preexisting handicap. Attributions for success and failure revealed a clear self-serving bias, replicating earlier work. The results are discussed in terms of the attributional and practical utility of convenient excuses versus self-generated self-handicaps. (Reprinted with the permission of the Personality and Social Psychology Bulletin, *Vol. 15 No. 1, March 1989, 101-112 © 1989 by the Society for Personality and Social Psychology, Inc.)*

Self-handicapping is the use of attributional principles to manage one's image concerning the presence or absence of ability (e.g., Arkin & Baumgardner, 1985; Jones & Berglas, 1978). The term refers to an individual's attempt to reduce a threat to esteem by actively seeking or creating inhibitory conditions that interfere with performance and, thus, provide a persuasive causal explanation for potential failure (or set the stage for the individual to accept personal credit for success). In the typical study the subject is presented with an opportunity to embrace a handicap (by selecting it, creating it, or emphasizing its influence). Although presumably set in place for some other reason, the handicap, nevertheless, appears to sabotage the forthcoming performance and therefore provides a useful external explanation for a failure that would otherwise be interpreted as reflecting the individual's own inadequacy.

In the past decade a number of studies have investigated the conditions precipitating self-handicapping. Several individual-difference variables, including sex (Berglas & Jones, 1978; Rhodewalt & Davidson, 1984; Shepperd & Arkin, in press; Shepperd, Miller, & Arkin, 1986), public self-consciousness (Shepperd & Arkin, in press), social anxiety (Shepperd et al., 1986), uncertain self-esteem (Harris & Snyder, 1986), test anxiety (Harris, Sayder, Higgins, & Schrag, 1986; Smith, Snyder, & Handelsman, 1982), and covert self-esteem (Harris et al., 1986), have been incorporated into studies and found to moderate the tendency to self-handicap. In addition, experimental inductions of noncontingent (i.e., unanticipated and incomprehensible) success feedback (Berglas & Jones, 1978; Kolditz & Arkin, 1982; Tucker, Vulchinich, & Sobell, 1981), public performance circumstances (Kolditz & Arkin, 1982; Shepperd et al., 1986), and task importance (Rhodewalt, Saltzman, & Wittmer, 1984; Shepperd &

Arkin, 1987) have been investigated also with an eye toward defining the boundary conditions of self-handicapping and demonstrating its specific motivational basis.

One boundary condition to handicapping would seem to be obvious; yet no experiment to date has incorporated this feature into its design. When a handicap preexists, and provides a persuasive explanation for failure, then the selection or creation of a self-generated self-handicap would be gratuitous. Indeed it has been suggested that the most subtle form of handicapping might be the selection of environments in which handicaps already exist (see Arkin & Baumgardner, 1985), precluding the necessity of creating one's own.

The selection or creation of a self-handicap is a risky affair, fraught with the danger of being revealed as a fraud or of embarrassment and self-consciousness should one have to defend or explain one's strategic behavior (e.g., Shepperd et al., 1986). Further, with self-generated handicaps there is no guarantee that others will find one's handicap persuasive and therefore discount lack of ability as the most compelling explanation for failure, should it occur. Consequently, the presence of a convenient, preexisting handicap (that is consensually defined as persuasive) should be welcomed by those individuals predisposed to select or fashion their own handicaps.

Although the presence or absence of a preexisting environmental handicap should influence the tendency to self-handicap, the extent of that influence likely depends in part on the nature of the task. Previous research has demonstrated that self-handicapping occurs only in anticipation of tasks that are presented as diagnostic of a valued characteristic, such as intelligence (Shepperd & Arkin, 1987). Thus, if a task is presented as important, and no impediment preexists, then the tendency to self-handicap should be high. On the other hand, if a preexisting environmental impediment does exist—or the task is presented as invalid or unimportant—the motivation to self-handicap should be low.

Previous research, stemming from a variety of theoretical perspectives (e.g., Arkin & Baumgardner, 1985; Brodt & Zimbardo, 1981; Frankel & Snyder, 1978; Snyder, Smoller, Strenta, & Frankel, 1981), has found that individuals respond to preexisting environmental handicaps with increased energy. Ordinarily, the preexisting environmental handicap is brought to the attention of the subject by the experimenter, and in most studies this occurs in the presence of other subjects or experimental assistants. Consequently, such preexisting environmental handicaps are consensual by definition. Therefore, the presence of the handicap provides an excuse for failure, should it occur, permitting individuals to devote their undivided attention and effort toward performing well. When performing in the presence of a preexisting handicap, there is no need to withhold effort, because the handicap serves as a persuasive reason for the poor outcome. In short, then, a preexisting handicap frees the individual to exert increased effort.

In contrast, the withdrawal of effort constitutes a handicap itself, and might tend to accompany a self-generated self-handicap. By withdrawing effort, or appearing to do so, an individual can provide an additional means of making the causes of failure ambiguous. Minimally, an obvious increase in effort would tend to undermine the effectiveness of self-generated self-handicaps (especially when the handicap is marginally persuasive). Consequently, it seems likely that individuals choosing to self-generate self-handicaps would expend no more, and perhaps less, effort on a task. To assess this ancillary hypothesis, measures of hypothetical attributional accounts for success and failure were included in the

present study.

In summary, it was predicted that individuals should be inclined to self-handicap only in the absence of a preexisting handicap and that the extent of their handicapping also should be moderated by the way the task is characterized. Specifically, an important task should elicit greater self-handicapping than an irrelevant task. Finally, it was predicted that an increase in effort might accompany the preexisting handicap, but that this would not occur when the handicap was self-generated.

Method

Subjects. Subjects were 52 male and 49 female introductory psychology students at the University of Missouri who received extra credit for their participation. Data from 4 subjects (2 male, 2 female) were excluded because of a failure to follow instructions or because of prior knowledge of the method and purpose of the experiment.

Procedure On arriving for the experiment, subjects were greeted by the experimenter and seated at a table on which a cassette recorder and tray holding five cassettes had been placed. The cassettes were arrayed from right to left beginning with one cassette marked with two red labels (scored as 5 on a 5-step scale), one with one red label, followed by one with no label, one with one green label, and one with two green labels (scored as 1 on a 5-step scale). In a paradigm used in previous research (Rhodewalt & Davidson, 1984; Shepperd,et al., 1986), subjects were instructed that they were participating in an experiment investigating the effect of music on performance on an intellectual test. An elaborate cover story noted the study of "mood-music" by marketing researchers in settings such as supermarkets, elevators, and car dealerships, and that the present study was focused on investigating the effects of music on test taking and performance on intellectual tasks.

Subjects were told that a cassette marked with a red label would inhibit performance on the upcoming test, whereas a cassette marked with a green label would enhance performance. Further, it was explained that the music on a cassette marked with two red labels inhibited performance more than that on a cassette marked with one red label and that the music on a cassette marked with two green labels had been found to enhance performance more than that on a cassette marked with only one green label. The unmarked cassette, it was explained, had been shown to neither enhance nor obstruct test performance, but was included in the selection set to serve as a standard against which the effects of the remaining cassettes could be compared. It was emphasized that the experimenters had no investment in the subjects' choosing of one versus another tape, as data would have to be collected on individuals listening to each of the five music options.

After subjects signed a consent form, half were told that the test they were taking was a reliable and valid predictor of college and career success (high task importance), whereas half were told that the test was a new test that had yet to be validated or shown useful for any predictive purposes (low task importance). This information was embedded in a brief description of the particulars of the test and an elaborate description of the purposes of the study. Fully crossed with the task-importance induction, half of the subjects were randomly assigned to either a *handicap-present* condition or a *handicap-absent* condition. Subjects in the handicap-present condition were told that the experiment was also investigating

dichotic listening and that subjects would hear a high-pitched intermittent ringing noise transmitted through the left earphone whereas the music they selected would be transmitted through the right earphone. The ringing was described as a little like a telephone ringing and had been demonstrated in previous research to disrupt performance on intellectual tasks. Finally, subjects in the handicap-present condition were informed that the purpose of the study was to determine whether the inhibiting music would compound the detrimental effect of the ringing noise and whether the facilitating music would cancel out the detrimental effect of the ringing noise. Subjects in the handicap-absent condition were told nothing of the dichotic-listening task.

All subjects were shown three sample items (one easy and two difficult items modeled on items from the Diagnostic Spatial Relations Aptitude Test; Bennett, Seashore, & Weeman, 1972) and told they would complete a test composed of similar items.

Subjects were told that they would have 10 minutes to complete the DSRAT. A test booklet and computer answer sheet were then provided, and subjects were asked to write their names at the top of their answer sheets. Next, subjects were requested to don the headphones and instructed to select the cassette they wished to listen to while taking the test. After the subject had made a selection, the experimenter placed the cassette in the recorder and attempted to start it. In all conditions the cassette player did not work. The experimenter tested the cassette player, turning it off and on, inspecting the cord, and then transferring the plug to another wall socket. Finally, the experimenter announced the problem and explained that the experiment would have to be canceled. Then, as if acting on a second thought, the experimenter stated that if the subject would complete the postexperimental questionnaire (PEQ), some of the data would be useful and experimental credit would be granted as though the subject had completed the experiment entirely. The experimenter also stated that some of the questions might not make sense because the subject did not take the DSRAT. However, the experimenter requested that the subject respond as though he or she had taken the DSRAT. After completing the PEQ item by item, subjects were thoroughly debriefed.

Postexperiment questionnaire. Two dichotomous manipulation check items assessed whether subjects understood the meaning of the red and green labels on the cassettes. The remaining items were 5-point Likert-type items anchored by *strongly disagree and strongly agree.* Four of these items assessed the extent to which subjects would attribute a successful performance (had they achieved it) separately to luck, effort, task difficulty, and ability; four additional items assessed the extent to which subjects would attribute a poor performance on the DSRAT separately to luck, effort, task difficulty, and ability. Three final items measured the importance subjects placed on their performance on the DSRAT, the extent to which subjects perceived the test as a valid predictor of college and career success, and the extent to which subjects believed that performing well on the DSRAT corresponded to doing well in school.

Results

Preliminary data analyses included sex of the experimenter (one male experimenter, two female experimenters) as an independent variable. No main effects or interactions approached significance for the sex of experimenter variable; consequently, subsequent analyses were pooled across it. All analyses

reported below were conducted using a 2 (high vs. low task importance) x 2 (handicap present vs. absent) x 2 (male vs. female) unequal-n, unweighted means analysis of variance (ANOVA).

Manipulation checks. Subjects were more likely to believe the DSRAT was a valid predictor of success if they were in the high (M = 3.17) than if they were in the low importance (M= 2.34) condition, F(1, 88) = 12.42, p < .0007. In addition, subjects in the high (M = 3.00) rather than the low importance (M = 3.56) condition viewed performing well on the DSRAT as corresponding more closely to success in school, F(1, 88) = 3.72, p = .05). Finally, subjects in the high importance condition (M = 3.7) were more likely to indicate that it was important to do well on the DSRAT than subjects in the low importance condition(M=3.06), F(1,89)=9.51, p<.003.Taken together,the responses to these three manipulation items indicate that the task importance induction was successful.

All subjects correctly identified the difference between tapes with red labels and tapes with green labels on the dichotomous measures provided.

Music choice. Analysis of variance revealed the predicted interaction between task importance and handicap presence, F (1, 89) =3.71, p = .05. As can be seen in Figure 1, individuals receiving high importance instructions were more likely to handicap their performance in anticipation of taking a test, as found before (Shepperd & Arkin, in press), but in the present study this occurred only when no other handicap was present, t(45) = 2.19, p < .05. No other significant main effects or interactions emerged for the music choice measure. Interestingly, the common finding in previous research that men tend to handicap more than women (Berglas & Jones, 1978; Rhodewalt & Davidson, 1984; Shepperd & Arkin, in press) failed to emerge, F (1, 89) = 1.70.

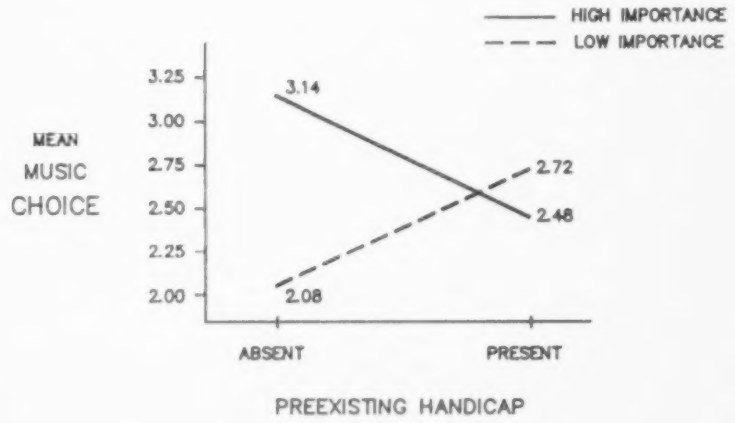


Figure 1: Mean music choice for task importance by handicap present/absent. High scores indicate greater self-handicapping. The neutral point is represented by 3.00.

Attributions. For each subject, an internal attribution score (attributions due to ability and effort) and an external attribution score (attributions due to task difficulty and luck) were derived separately for the hypothetical success and for the hypothetical failure. Within-subjects analyses (separately for success and failure attributions) using type of attribution (internal vs. external) as the within-subjects variable were conducted. Concerning success, a significant main effect emerged for type of attribution, F (1, 89) = 58.42, p < .0001; subjects were more likely to make internal (M=3.34) than external (M=2.51) attributions for a potential success. In contrast, attributions for failure showed that subjects tended to attribute a potential poor performance on the DSRAT to external (M = 2.66) rather than to internal (M = 2.48) causes, F(1, 89) = 3.19, p < .077. Both effects are consistent with the literature on the pervasive self-serving bias in causal attribution (e.g., Weary & Arkin, 1981).

Further analyses examining the four attribution elements separately revealed significant differences for the specific types of attributions made for success, F (3, 267) = 31.26, p < .0001. As can be seen in the top row of Table 1, subjects attributed a successful performance on the DSRAT mostly to the effort they would have expended. In addition to the significant main effect for type of attribution, a significant handicap present/absent by attribution interaction emerged, F (3, 267) = 2.92, p < .034. There was a nonsignificant trend for subjects to report that their effort and good fortune would play a greater role when a handicap was present rather than absent, whereas subjects saw task difficulty and ability as significantly more important when a handicap was absent rather than present (see Table 2). No other main effects or interactions were significant for the items addressing attributions for a successful performance.

Significant differences between the specific attributions for failure also emerged, F(3, 267) = 24.21, p < .0001. Task difficulty was the predominant attribution for a poor performance (see bottom row of Table 1). No interaction of handicap presence or absence and attribution type emerged for hypothetical failure.

Table 1: Means for the Within-Subjects Analysis of Type of Attributions for Success and Failure on the Diagnostic Spatial Relations Aptitude Test

	Ability	*Effort*	*Task Difficulty*	*Luck*
Attributions for success*	3.14^{a} (97)	3.53^{b} (97)	2.66^{c} (97)	2.35^{d} (97)
Attributions for failure	2.11^{a} (97)	2.84^{b} (97)	3.11^{b} (97)	2.22^{a} (97)

Note: Cell N in parentheses. Higher numbers indicate greater agreement with a particular attribution as the cause of the hypothetical performance outcome. Means that do not share a common superscript, within rows, are reliably different by Duncan's New Multiple Range Test (Howell, 1982) at p<.01.
*Means with superscripts c and d differ at p<.05.

Discussion

The goal of the self-handicapper is to discount ability as a determinant of poor performance (and to augment ability as a determinant of good performance). Several self-handicapping strategies have been investigated, and the evidence seems clear that people use attributional principles, through the vehicle of self-handicapping, to regulate their image (see Arkin & Baumgardner, 1985). However, self-handicapping is a potentially costly means of reducing a threat to esteem. One must run the risk of embarrassment or being detected as a fraud in using self-handicapping, and the most persuasive of handicaps would actually interfere with performance and tend to diminish an individual's tangible outcomes in everyday experience.

The present study showed that subjects were disinclined to add to their disadvantaged position, via self-handicapping, when a preexisting handicap was already in place. Previous research has found repeatedly that individuals are likely to assert some personal circumstance such as physical symptoms (Smith, Snyder, & Perkins, 1983; Snyder & Smith, 1982), social anxiety (Snyder & Smith, 1986; Snyder, Smith, Augelli, & Ingram, 1985), despondent mood (Baumgardner, Lake, & Arkin, 1985), or traumatic childhood events (DeGree & Snyder, 1985) as preemptive excuses for poor performance whenever the experimenter made clear that it was widely acknowledged as a handicap to performance. In short, their disability—perceived, real, or self-presentational—provided a convenient way to obscure the link between performance and evaluation (at least in the case of potential failure) without at the same time increasing the actual probability of failure.

None of these previous studies went the step further to investigate whether those who could not emphasize their disability would self-handicap if permitted and whether those who were encouraged to emphasize their disability would shun further self-handicapping opportunities. The present study addresses this gap in the literature by showing that further self-generated self-handicaps are avoided when convenient handicaps already exist. Additional research is needed to determine whether this finding can be generalized to individuals who are

Table 2: Means for the Within-Subjects Analysis of Type of Attributions for Success by Handicap Present/Absent

	Ability	*Effort*	*Task Difficulty*	*Luck*
Handicap present	3.02^{c} (97)	3.60^{a} (97)	2.42^{d} (97)	2.42^{d} (97)
Handicap absent	3.28^{b} (97)	3.45^{ab} (97)	2.91^{c} (97)	2.28^{d} (97)

Note: Cell *N* in parentheses. Higher numbers indicate greater agreement with a particular attribution as the cause of the hypothetical performance outcome. Means that do not share a common superscript (within rows and columns) are reliably different by Duncan's New Multiple Range Test (Howell, 1982) at $p<.05$.

chronically handicapped by some personal disability.

The attributional utility of convenient preexisting handicaps is accompanied by a measure of practical utility. In several studies, with a variety of theoretical orientations, it has been found that effort (and even performance) increases when individuals are confronted with what would seem to be difficult, if not impossible, performance standards or circumstances (e.g., Arkin & Baumgardner, 1985; Brodt & Zimbardo, 1981; Frankel & Snyder, 1978; Snyder et al., 1981). In the present study subjects' attributions for hypothetical success suggested they may have been prepared to expend more effort when there was a preexisting handicap in place than when there was not.

In contrast, the nonsignificant tendency of subjects to report diminished effort when no preexisting handicap existed suggests that self-handicapping and withdrawal of effort may occasionally be associated, at least mildly. Nevertheless, it seems plausible that self-handicapping and effort expenditure might be positively associated under certain circumstances. Indeed, when (a) a self-handicap is consensually agreed to be a persuasive cause of failure and (b) the handicap seems unintentional, unavoidable, or a necessary evil (i.e., not strategic), then individuals might even self-handicap in order to set the stage for a safe environment in which to expend heroic effort.

It was particularly intriguing that subjects' ability and effort attributions for hypothetical success tended to vary inversely. Subjects' estimates of their effort were high when a preexisting handicap was present, and they indicated they would attribute a success less to ability when their effort was high than when their effort was lower (i.e., in the handicap-absent condition). This Heiderian attributional logic (1958) has been supported time and again empirically (see Arkin & Baumgardner, 1985). However, it is surprising that success achieved in spite of the preexisting handicap would not confer greater attributional advantage concerning the presence of ability.

This ancillary finding in the attribution measures suggests that there may be an ironic, and insidious, disadvantage associated with preexisting handicaps. If one approaches a preexisting handicap with increased vigor, then any success achieved might be less likely to be attributed to oneself (as reflecting the presence of ability), even though it occurred in spite of the interfering handicap. Consequently, individuals with chronic personal handicaps, and those who expend a great deal of effort only when preexisting handicaps are present, may suffer from a chronic sense of uncertainty concerning their true abilities.

We should hasten to note that the attributions collected in the present study were not the major focus of the investigation and that they constituted only hypothetical assessments of what might have occurred had subjects completed the task. All the inferences drawn here about attributional correlates of self-generated and preexisting handicaps should be treated as highly speculative.

By way of summary, we have noted both similarities and dissimilarities between preexisting, convenient excuses for subpar performance and self-generated self-handicaps that interfere with performance. Further research on the ways that individuals use both preexisting and self-generated handicaps to cope with threats to their identity, and the interpersonal and cognitive consequence of these coping strategies clearly would be useful.

James A. Shepperd
Department of Psychology
College of the Holy Cross

Robert M. Arkin
Department of Psychology
The Ohio State University

PRACTICUM

A Progress Report on a Technical Communication Curriculum

Marc Green

Tim Nolan, Marc Green and the Cincinnati Technical College have been extremely innovative. Marc Green shares with you the "much to be admired" changes in and workings of the technical communications segment of the Cincinnati Technical College curriculum.

Introduction

An essential characteristic of effective curriculum development is the recognition that individual courses must be periodically evaluated and updated to meet student needs and changes in educational philosophy, changing professional standards, and changing technology. When a curriculum is a first of its kind, the process becomes even more important.

In 1983, Tim Nolan and I gathered from professional technical communicators the basic information needed to develop our Technical Writing and Editing curriculum. During a two-day workshop, nine technical writers and editors identified 13 general areas of competence a technical communicator should master and 130 specific tasks they performed within these areas. From this data we learned the following:

- technical communicators not only write and edit, they engage in many other forms of communication such as interviewing sources, articulating concepts, preparing charts and tables, and listening to comments
- technical communicators' entry level skills include demonstrable composition skills and expertise or aptitude in a technical area
- their entry level tasks focus very sharply on researching, writing, and editing
- above the entry level, their job involves a substantial amount of project management, perhaps attending to every task in a project from the initial assignment to delivery of the final product.

Curriculum Development

Educators designing technical communications curricula have faced a number of problems in structuring their programs so that graduates will be able to enter the technical writing and editing profession and perform competently. In our particular case, we could find little printed information about the profession. We did locate a number of four-year and graduate level programs to study, but only five programs at the two-year level. We therefore decided to create our own performance-based curriculum modeled after the general areas of competence and tasks that our panel of technical writers and editors identified in their two-day workshop. Of course, it would also contain the standard courses our college and the state required for an associate degree. The initial model included a core of forty credit hours (twelve new courses) directly related to technical communication, twelve hours of required courses from other divisions of the college, twenty-five hours of classes in a technical specialty area, twenty hours of general education courses, and eleven hours of cooperative education.

Over the past four years, we have modified most of the courses to some extent to reflect evaluation and comment from students, advisory committees, and peer appraisals. Specifically, we have now clustered courses into the following categories:

- research and writing
- editing
- visual skills
- computer/desktop publishing skills
- professional development
- technical specialty
- cooperative education

Research and Writing Courses

Our research into the technical writing profession clearly pointed out that students entering the field would have to possess composition and grammar skills as well as skills in writing documents such as tutorial and reference materials. Therefore, we developed three writing competency courses which focused on grammar and writing style, writing persuasive and argumentative materials, and writing instructional materials. The initial writing course was designed to provide in-depth analysis of the conventions, style, and structure of technical writing, with emphasis on clarity, economy, and grammatical correctness. In this course students also became familiar with the concepts of readability and audience analysis. The course methodology made extensive use of individual writing "prescriptions" to identify strengths and weaknesses in each student's writing style. The instructor found that a number of students had difficulty completing all the course units successfully (achieving at least 80% competency) during a ten-week term. Therefore, during the next academic year, this course will be divided into two separate courses of ten weeks each.

The second writing course originally was designed to concentrate on persuasive, narrative, and expository prose. We wanted students to be able to describe processes and operations and classify data. Course topics included proposals, newsletters, and other marketing materials. The third writing course emphasized instruction manual writing and software documentation. The intent was to examine the requirements and constraints of the informational writing process through a variety of media.

As a result of evaluation from students and instructor perceptions, we have changed the sequence for the second and third writing courses. The instructional writing course is now second. The course emphasizes preparing instructions for using computer software, and as a final project, each student prepares a user manual for a computer software product. The final course in the writing sequence now deals with preparing persuasive and promotional documents. Since this type of writing seems to be most difficult for students, it now comes after the other forms of writing have been taught and practiced. The course materials include proposals, technical advertising, and technical journalism.

The research course originally looked at primary and secondary research techniques. A year after its development, though, our advisory committee suggested that we place special emphasis on the personal interview as a primary information gathering method. We have also given special emphasis to computerized data bases such as ERIC as a supplement to traditional reference sources.

Editing Courses

Two general areas of competence the technical writers and editors identified in the workshop were "Organize the Information" and "Write the Project Copy." The communication tasks within these areas dealt exclusively with writing and editing. To address the editing tasks students would encounter in a professional setting, we developed a course to identify options students would face and decisions they would have to make as they edited drafts of a project. We intended to involve them in situations where they would have to use analytical and problem solving skills. We also planned to examine the role of the technical editor in a project and present an overview of the editorial process. The other two courses in the sequence would present the actual skills and techniques of editing. For example, some projects in these classes would allow students to develop their own editorial criteria for assignments. The major focus of these courses, however, would be editing manuscripts based on the concepts articulated in *The Levels of Edit* by Robert Van Buren and Mary Fran Buehler.

Since 1985, the editing instructor has significantly altered the courses in this sequence. The initial course now concentrates on critical and creative thinking skills exclusively. The introduction to the editing process is now in the second course. This course still introduces the levels of edit concept, but it also emphasizes proofreading and copy marking, the editor/writer relationship, editorial assessment, examination of style books, and editorial behaviors. The final course continues the techniques of technical editing. It concentrates on the role of the editor and other publication specialists, editing large manuscripts, preparing style books, and performing special tasks such as abstracting and indexing.

Visual Skills Courses

The effective use of graphic and visual aids facilitate the audience's comprehension of a document, and students must know how to use them as they would rhetorical devices. Three courses composed the visual skills courses. The first was a layout and design course from the graphics department. Students were to learn the basics of format design and document layout as they pertain to document production. After two years, however, we felt that the class placed too much emphasis on the layout as a printing or production process and not enough on format design. To resolve this problem, we designed a technical publication production course for introductory writers and editors. It covers the principles and techniques of designing and producing a variety of printed materials. The second course is specifically limited to visuals a technical communicator may have to create by hand. While artists are available in most cases for these tasks in professional settings, the initial or rough sketches may be the responsibility of the technical writer. During the past year, we have added computer assisted graphics to the course. The final course was an oral presentations class with strong emphasis on visuals aids and audio/visual hardware. Students were required to make presentations utilizing charts, posters, realia, or models along with a piece of audio or visual hardware. Initial emphasis was on making speeches, but we cut the number of presentations to emphasize situational analysis, management styles, and evaluation as well as audio and visual hardware.

This year, we added a new optional course to the visual skills sequence.

With the addition of more sophisticated computer hardware and software to our writing laboratory, we introduced a class in computer assisted desktop publishing. This course will be mandatory next year and will move to the computer skills sequence of the curriculum.

Computer Skills

Because the drafts of document copy are most often produced on a word processor, we realized that typing skills and knowledge of the more commonly used word processing systems would be an integral part of the curriculum. In our original curriculum, we required students in the program to take a basic typing course to obtain keyboarding skills. We also required them to take two word processing courses to become familiar with one and possibly two (IBM and Wang) word processing systems. In addition, we expected all written assignments completed in the writing, editing, and research courses to be done on yet another word processing system (Apple Macintosh).

At the beginning of the 1989-1990 academic year, we will change this sequence significantly. Students will begin with a computer-user course which provides an overview of the skills needed to operate the Macintosh computers they must use to complete their writing assignments. The emphasis is on word processing and several graphics software programs, and they will produce documents and integrate graphics with text. The next course is an introductory keyboarding course offered by the college's business division. It emphasizes keyboarding on computers to students who have no prior experience in this area. The third course is a computer-assisted publishing course focusing on page layout software for personal computers. Students will apply computer-assisted layout skills for materials such as brochures, posters, newsletters, and reports. It will also provide practice in formatting text, positioning graphics, and sizing and cropping graphics. The final course is a computer applications class featuring IBM software. Students will receive an overview of the computerized spread sheet, word processing, and data base management.

Professional Development Courses

One of the final areas of competence the workshop panel identified during its session was professional growth. They recognized the need for developing educational goals, staying current with current communication techniques and technical specialty developments, and maintaining professional work habits. Two courses originally addressed these concerns in the curriculum. The first, our introductory course for students entering the program, presents career requirements and options in technical writing and editing as well as opportunities for students to assess their prior work and life experiences to help set realistic career goals. Core activities include developing a resume, assessment of learning style, assessing writing and editing capabilities, directed reading, and journal writing. Students must also begin preparation of a portfolio of work and career related materials. The other course, the last in the curriculum, requires students to complete the portfolio begun in the introductory course. By this time, the students have developed a number of documents from previous academic, cooperative education, or other experiences. They review the portfolio informally and through formal oral presentation with a panel of professional technical communicators from the local area. This panel determines whether students could be able to gain entry level positions as technical communicators.

In the 1987 academic year, we added an additional course analyzing organizational structure. Its intent is to examine the development of organizations, leadership styles, and management techniques, and to have students learn about time and stress management as a part of the work setting. The course also continues the students' assessment of their personal and career goals and examines how these goals compare to organizational needs and practices.

Technical Specialty Areas

As students progress through the core courses of the curriculum, they must also schedule and complete twenty-six hours in a technical subject area to gain the aptitude necessary to prepare materials germane to that field. Students are permitted to select any other area offered by the college as a specialty, but a majority seem to favor computer and engineering related fields. Currently, students may even pick and choose classes from a variety of areas, if they desire, to develop their own specialty area. We require them to meet the prerequisites of these classes, and they actually take the classes with students majoring in those areas for a degree.

Cooperative Education

To remain consistent with the college's philosophy, we also included cooperative education (work experience) as a significant part of the curriculum. When they qualify, students work in qualified settings every other term during the program to gain valuable experience and establish professional work habits. Employers provide them meaningful work experiences, and students have the opportunity to produce documents for their professional portfolio and to show them to prospective employers after graduation.

Conclusion

After four years of operation, we believe the technical writing and editing curriculum is successful. Two classes have completed program, and all of these students who were looking for employment in technical communication have found it. The range of work includes traditional settings, self-employment, and contract writing. As noted, however, curriculum development is an on-going process that must have evaluation and revision as a part of it if that curriculum is to remain viable and acceptable to students and the professional community. We must continue to be open to recommendations for change whether they come from advisory groups, practicing professionals, or changes in technology.

Marc Green
Communication Skills Department Chair
Cincinnati Technical College
Cincinnati, OH 45223

FORUM

Issue: Does the Two-Year College Have a Responsibility to International Education?

The Two-Year College Does Have a Responsibility

Ruth H. Zollinger

Increasingly world countries are sending their money, students and confidence to the states. With the world getting smaller as our technology allows almost instant cultural and physical interchange, the two-year college faces a new charge in mission and a new definition of curricula. Ruth Zollinger and Emin Turker, Lakeland Community College; Gail Miller, Agricultural Technical Institute, discuss this pending/impending responsibility.

Traditionally, community and technical colleges in Ohio have had a regional perspective, focused on the needs of their own local community. The majority of students come from within a 20-mile radius of these institutions. College programs, particularly in the technical areas, tend to reflect the needs of the surrounding job market. Even Regents' review of programs often channels thinking into more limited geographic areas, partially to reduce issues of turfism as well as to exhibit fiscal responsibility by discouraging duplicative efforts at neighboring institutions.

With transportation and communication services rapidly shrinking the distance barriers between nations, the need to understand diverse cultures and global markets is forcing a more international outlook for these community-based institutions. More and more of them are stretching beyond their geographic boundaries, helping their stakeholders recognize the importance of achieving an understanding of other people and cultures.

The Commission on the Future of Community Colleges in its recent report, *Building Communities: A Vision for a New Century*, states that community colleges "have an urgent obligation to keep students informed about people and cultures other than their own, and that the building of partnerships must be not only local and national, but global too." Growing numbers of community colleges are addressing this issue in the same creative way as these educational institutions have always responded when faced with a new challenge.

Programs designed to provide international education experience range from:

- placing a strong emphasis on foreign language instruction
- utilizing international programs via satellite within the curriculum
- incorporating an international flavor into the general education component
- building specific international curriculum into areas such as business management where interest in global markets can make a difference in a company's ability to remain competitive
- providing for faculty and administrator exchange with colleges outside the United States
- designing training activities that assist third world countries
- attracting foreign students to study on regional campuses

- creating college consortiums to build a shared resource network for international education
- holding study seminars at foreign sites

Clearly this is an area where our colleges have just scratched the surface in their understanding of an international perspective. What is equally clear is that this thrust is part of a national effort and Ohio's community and technical colleges need to be a part of it.

Ruth H. Zollinger
Vice President of Academic Affairs
Lakeland Community College
Mentor, OH 44060

International Education in the Community College

Emin Turker

For the last 10 years or more, American society has been trying to understand the Japanese phenomenon. What are the social, economic, educational management and manufacturing techniques and forces which made Japan a world power in finance, marketing and manufacturing.

The American community still has a very limited understanding of our foreign partners. We often express very subjective opinions based on limited information and yet we are puzzled, frustrated and angry about our trade deficit, loss of jobs and voting records of our friends at the United Nations.

Today, the world is focused on another phenomenon: Only 20% of the American business world seems to know of (according to a recent survey) while no public awareness exists at all. In the year 1992, the European Economic Community is becoming a unified giant (France, Germany, England, Italy, Spain, Greece, Denmark, Belgium and Holland) economically and demographically more powerful than North America.

We will have to deal with this united force in all aspects of trade, competitions and other relations. Are we prepared for it? No, we are not even informed about what we are facing.

What is the solution? International Education through Community Colleges: international business principles, banking, import/export, regulations, international standards and norms in technology, metric system, ASTM vs. DIN norms, etc., European FDA, OSHA, and environmental regulations, etc. The list is long and the time is short. Only Community Colleges can react dynamically to this mass demand for international education.

Emin Turker
Dean of Engineering Technologies
Lakeland Community College
Mentor, OH 44060

BEST COPY AVAILABLE

Yes, a Two-Year College Has a Responsibility to International Education

Gail Miller

There is no need to argue the merits of international education in and of itself: international education is already an inextricable part of the mission of educational institutions at all levels. Just as we are economically and ecologically interdependent on a world-wide basis, two-year colleges have a responsibility to international education, whether we realize it or not.

If it is a goal of two-year colleges to encourage good citizenship, it cannot be done without examination of the global consequences of our actions and without confronting issues which are of common concern to people all over the world. Just as it is necessary to have informed citizenry for our nation's democracy, it is necessary to have informed and conscientious citizenry to effectively deal with global issues such as the greenhouse effect, nuclear war, trade laws, terrorism, human rights, and extinction of plant and animal species.

If it is a goal to educate the whole person, this cannot be done while ignoring a large segment of reality. It is a puzzlement that our country with so many resources for information and with a democratic tradition of an educated citizenry has engendered a general populace that has not achieved international literacy and competency on its own. Now educational institutions are being called on to do what other populations accomplished quite naturally through trade with close neighbors. While other populations became multi-lingual and cross-culturally saavied, the population of this country was lulled into provincialism by a sense of economic superiority and protected isolation. Things foreign were often subjected to ridicule, fear, or disinterest. Large segments of the the world were ignored or caricatured in the world view held by most people. In a society swiftly becoming more diversified and a global community swiftly becoming more intimate, it is the responsibility of educators on all levels to counter those attitudes of fear and ridicule by widening the students worldview and making them feel comfortable in the interactive role they must now play in a widened community.

If it is a goal to prepare students for work in the 21st century and to address local needs in industry, the goal cannot be accomplished well without taking into account the global forces affecting local situations. The recent interest in international education has a direct correlation with the nation's increasing trade imbalance. The repercussions of increasing competition on the domestic and foreign markets have been felt in local communities throughout the country. Factories have been closed or moved overseas; local businesses have been bought or built by foreign owners; a foreign country, formerly an importer of soybeans, with new technology soon becomes the world's largest exporter of soybeans, thereby affecting the markets of local farmers. Those who remain provincial risk losing the opportunities for bettering local conditions that come through active and knowledgeable participation in the global economy. The two-year college is in a good position to aid communities in confronting the new challenges of international markets. They have traditionally worked closely with industry and are flexible enough to act quickly in addressing new educational needs.

A recognition of the two-year college's responsibility to international

ducation is contained in the 1989 AACJC Public Policy Agenda which calls for a "core curriculum with international perspectives" and for programs that will increase international/intercultural awareness on campus, in the communities, and with counterparts abroad.

Striving for international literacy and competency benefits the student, the community, and the nation. With a large trade imbalance and in a world of accelerating travel and communications, we can no longer maintain a seat in the grandstand: We must interact in the international arena. Whether our students enter that arena stumbling or striding depends on the vision and commitment of educators. It is the clear and recognized responsibility of two-year colleges to prepare their students for the realities, demands, and rewards of full participation in the global economy and community.

Gail Miller
Program Coordinator
International Programs and Conferences
The Ohio State University
Agricultural Technical Institute
Wooster, Ohio 44691

The Editorial Board of the OATYC Journal is soliciting written responses (three or four paragraphs) to the question ***Should Two-Year Colleges Force Educators to Publish Scholarly Work?*** *The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the fall edition's "Forum" section.* **deadline: September 15, 1989.**

REACTION

Reaction to "The Fourth 'R' "

Thomas Preisser

The Journal encourages letters and articles in response to its contents, policies, and OATYC activities. Thomas Preisser responds to "The Fourth 'R'" (Spring Journal 1988).

John Rich's fine article "The Fourth 'R'" calls attention to a crucial aspect of our students' education–reasoning. While he focuses on science and arithmetic, teaching reasoning skills to students in the humanities and social sciences is equally vital, and commonly neglected.

Too often in general education we lecture to our students and teach a collection of facts. Our testing reflects this emphasis; our students take objective examinations in which we reward most liberally those who have memorized the most information. The problem with this approach is readily apparent; students rapidly forget most of what they have memorized and little of value remains.

We serve the students in our classes far better when we begin consciously structuring our courses around the acquisition of reasoning skills–of analysis, of assessing differing points of view, of arriving at measured conclusions, and of expression those conclusions concisely, logically, and forcefully in oral and written form.

Those of us who set out both to teach a given body of knowledge and to develop reasoning skills quickly encounter difficulties. Our students enter our classes conditioned to sit quietly, to listen carefully to the instructor, to avoid asking questions, to record what the instructor says, to read the course text and review their notes, and finally, to take the necessary examinations.

So how do we get beyond the sterility of this sort of learning? In my courses in history and political science I begin by learning my students' names as quickly as possible and by asking them questions. I try to spend more time listening than talking, drawing them out and steering the discussion in what I hope is a profitable direction. It is a gradual process that involves a lot of patience and self-restraint; our students have to be empowered to understand that they can think, analyze, and evaluate as well as to break loose from the model in which the instructor is the sole repository of truth.

The assignments on which the students' grades are based reflect the same emphases. The stress in both the papers they write and their in-class essay exams is on organization, logic, and the development and support of a thesis that provides unity and coherence to their work.

To return to John Rich's concluding paragraph, "teachers need to develop students that can reason." And in doing so, we need to remember that reasoning can be taught and that it isn't limited to any one discipline.

Thomas M. Preisser
Department of Humanities, Government, and Foreign Languages
Sinclair Community College
Dayton, OH 45402

OATYC

Call for Papers
1989 Fall Conference
THEME: "Access to Success: The Challenge to Two-Year Colleges"

The 1989 Fall Conference of the Ohio Association of Two-Year Colleges will take place November 3 and 4, 1989, at the Pickett Suite Hotel and Columbus State Community College in Columbus, Ohio. Through this announcement the conference committee is providing information concerning the conference theme and requesting proposals from presenters.

In Ohio we are well aware of the changes occurring in the economy and the consequent impact on access to higher education. How can we, as college educators, continue to provide access to higher education which leads to meaningful employment opportunities in spite of these changes?

Frequently our students are older and have more and varied roles to fulfill than our students of the past. How can we assure continued access and quality in all of our programs and services? What are the students' needs for continued access? How can our institutions adopt to serve their needs?

Some of the areas which could be addressed at the conference include:

- Developmental Education
- Cultural Literacy
- Articulation
- Minorities access
- Financial aid: it's impact on access
- Humanities
- Employment opportunities

Please send proposals to:
Carlene Alexander-Ibeneghu
Columbus State Community College
550 E. Spring Street
Columbus, OH 43215

Deadline: June 1, 1989

OATYC Journal Campus Solicitors

Agricultural Technical Institute, Ms. Linda Houston

Belmont Technical College, Mr. Thomas Ostanowski
Bowling Green State University, Firelands Branch, Mr. Ronald Willard

Central Ohio Technical College, Mr. Scott Wilson
Cincinnati Technical College, Mr. David C. Ballinger
Clark State Community College, Dr. Mary K. Linde
Clermont General and Technical College, Ms. Karen Williams
Columbus State Community College, Dr. Rita Bova
Cuyahoga Community College East, Mr. Thomas Morris
Cuyahoga Community College Metro, Mr. Stanley Klosek
Cuyahoga Community College West, Dr. Arthur Polen

Edison State Community College, Mrs. Mary Harris

Hocking Technical College, Mrs. Elaine Dowdko

Jefferson Technical College, Mrs. Carolyn Leech

Kent State University, Ashtabula Campus, Dr. Jack E. Smith
Kent State University, East Liverpool Campus, Mr. Carl Jokic
Kent State University, Geauga Campus, Dr. James Jones
Kent State University, Salem Campus, Dr. James Cordes
Kent State University, Stark Campus, Ms. Patricia Murphy
Kent State University, Tuscarawas Campus, Mrs. Agnes K. Swogger
Kent State University, Trumbull Campus, Ms. Janet Crawford

Lakeland Community College, Ms. Sally Carr
Lima Technical College, Mr. Ken Lange
Lorain County Community College, Mr. Harold Schramm

Marion Technical College, Mr. Betty M. Dietsch
Michael J. Owens Technical College, Dr. Gordon Bullard
Muskingum Area Technical College, Mrs. Catherine Cunningham

North Central Technical College, Dr. Bruce Silver
Northwest Technical College, Dr. James Sager

Ohio State University, Newark Campus, Dr. Robert Klepper
Ohio University, Belmont Campus, Dr. Thomas Evans
Ohio University, Chillicothe Campus, Mr. Thomas Phillips

Raymond Walters General and Technical College, Dr. James E. Gibson
Rio Grande Community College, Dr. Raymond Bragg

Sinclair Community College, Dr. Benjamin McKenzie
Southern State Community College, Mr. Kenneth Shaw
Stark Technical College, Mr. Thomas Gall

Terra Technical College, Mr. Kenneth Hafer
Toledo Community and Technical College, Dr. Robert Scroggin

University of Akron Community and Technical College, Ms. Anna F. Ramsey
University of Cincinnati General and Technical College, Dr. Patrick Kampe

Washington Technical College, Mr. Ike Tenbrunsel
Wayne General and Technical College, Mr. Robert McElwee

Youngstown State College of Applied Science and Technology
Dr. Violet Haggerty

BEST COPY AVAILABLE

The Jerry McClain Co., Inc.

Custom homes, Northern Products log homes, residential remodeling, light commercial construction and residential and commercial condominums.

Design – Quality – Service

506 Newark-Granville Road
Granville, Ohio 43023

Phone
(614) 587-3700

Sharon Valley Apartments

"Designed with the student in mind"

Sharon Valley Apartments are located adjacent to the campus of The Ohio State University, Newark and the Central Ohio Technical College.

Phone
(614) 587-3700

BEST COPY AVAILABLE

OATYC Officers-1988-89

President: Ms. Kathy Brubaker, Executive Director, Findlay Campus, Owens Technical College, Findlay, Ohio 45840 (419) 423-6827

President-Elect: Mrs. Carlene Alexander-Ibenegbu, Instructor, Social Services, Columbus State Community College, 550 East Spring Street, Columbus, OH 43216 (614) 227-2546

Treasurer: Dr. Russell K. Davis, III, Associate Professor of Business Management Technology, University of Akron Community and Technical College, 304 East Buchtel Avenue, Akron, OH 44325 (216) 375-7391

Secretary: Ms. Linda Houston, Associate Professor of Communication Skills, Agricultural Technical Institute, 1328 Dover Road, Wooster, OH 44691 (216) 264-3911

Past President: Mr. John Thornton, Associate Professor of Physics, Stark Technical College, 6200 Frank Avenue N.W., Canton, OH 44720 (216) 494-6170

Board of Directors-1988-89

Mrs. Nancy Gilson, Director of Media, Marion Technical College, 1467 Mount Vernon Avenue, Marion, OH 43302 (614) 389-4636

Mr. Alan Lange, Associate Professor of General Studies, Lima Technical College, 4240 Campus Drive, Lima, OH 45804 (419) 222-5324

Mr. John Porter, Associate Professor of History, Southern State Community College, 8560 U.S. Route 62, Sardinia, OH 45171 (513) 695-1567

Ms. Marilyn Valentino, Assistant Professor, Coordinator of the Learning Support Center, Lorain County Community College, 1005 North Abbe Road, Elyria, OH 44035 (216) 365-4199

OATYC CAMPUS LIAISON LIST - 1988

ERIC Clearinghouse for Junior Colleges
FEB 28 1992